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ABSTRACT

A survey of volunteer programs in English-as-a-Second-Language (ESL) literacy instruction in Illinois is reported. The report begins with a review of literature concerning ESL literacy volunteerism, most of which is descriptive and program-specific. The statewide survey results are then summarized, giving an overview of ESL volunteer programming. A separate section is devoted to promising practices and unique program components identified through site visits and interviews with individuals associated with 11 Illinois programs. The final section offers recommendations for improving the quality of ESL literacy volunteerism, intended for policymakers and practitioners. Appended materials include the survey instrument with data summaries and excerpted respondent comments, questions used at site visits, and materials of interest from several of the program sites visited. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 385 174

ESL VOLUNTEERISM:

A STUDY OF ESL VOLUNTEER PROGRAMS IN THE STATE OF ILLINOIS

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INTRODUCTION

During the 1980s, the United States experienced the second highest level of immigration in our history. There were nearly nine million arrivals according to the 1990 Census. This large migration of foreign-born has greatly expanded the need for English as a Second Language (ESL) instruction. ESL has taken on an increasingly important role in adult literacy programs, and in some states ESL students have become the majority of enrollees in state and federally funded adult education literacy programs.

Concurrently, volunteers have become an integral part of the literacy delivery system in the United States. They play significant roles in extending programs and services to the adult learner, especially to the growing numbers of ESL students. Yet, to date there has been little examination of the unique aspects of ESL literacy volunteerism or the effectiveness of practices utilized in such initiatives.

The approach to ESL literacy instruction of the two largest volunteer literacy organizations, Literacy Volunteers of America and Laubach Literacy Action, "generally mirror their approaches to basic literacy instruction" (Tenenbaum and Strang, 1993, p. 9). Yet there is growing recognition that ESL literacy and literacy for native speakers of English are not the same. In fact, in their 1993 report "ESL and the American Dream: A Report on an Investigation of English as a Second Language Services for Adults", the Southport Institute for Policy Analysis maintains that ESL ought to have administration and financing separate from other adult literacy services so that the funding level, types of service, and quality of programming more closely meet the needs of the ESL learner. (Chisman, et al, 1993, p. 90).

Illinois is well-suited to conduct a study of ESL volunteerism. According to the 1990 Census, Illinois had 952,272 foreign-born residents in 1990 (8.3% of the state population) making it the state with the fifth largest immigrant population. Additionally, 268,181 Illinois residents adults over age 17 identified themselves as poor or non-speakers of English (1990 U.S. Census).

The state of Illinois is also unique in that two state agencies fund volunteer literacy programs. The Illinois State Board of Education is the state agency responsible for administering federal and matching state funds granted authorized by the Adult Education Act through the United Stated Department of Education. The literacy office of the Illinois Secretary of State funds literacy programs with a volunteer component from general revenues for the Illinois State Library. Through this funding and other resources, more than 50 volunteer ESL literacy initiatives are funded throughout the state.

It is the goal of this study to present an overview of the current status of volunteerism within ESL literacy, and to identify a framework for evaluation of practices within the field. The four components summarize the project activities. Part I is a comprehensive review of literature related to the field of ESL literacy volunteerism. While most of the available literature in the field is descriptive and program-specific, nonetheless, it is a useful place to begin the examination of unique issues and promising practices in the field. Part II summarizes the results of a statewide survey of ESL volunteer literacy initiatives. The survey aimed to obtain an overall picture of ESL volunteer programming in Illinois. A complete analysis of the survey is included in Appendix A. Part III outlines promising practices and unique program components identified through site visits and interviews with eleven Illinois ESL literacy programs. Finally, Part IV consists of a series of recommendations for improving the quality of ESL literacy volunteerism targeted to policy makers and practitioners. Appendix B includes the outline of questions used at site visits, and Appendix C includes materials of interest from several of the programs sites visited.

ESL literacy volunteerism plays a unique and varied role in the provision of adult education services to limited English proficient learners. At present there is a dearth of literature that describes its role within the ESL field. Also lacking is data that evaluates effective program practices. The "lack of systematic data on tutors, adult learners and effectiveness of tutoring practices makes it difficult for organizations to assess and improve their program and for observers to judge their quality in relationship to other programs and practices" (Tenenbaum, 1992, p.2). Effective English language instruction is vital to enable the United State's newest residents to fully participate in the workplace, in their communities, and with their families. The growing ESL volunteer literacy movement merits close attention so it can play an increasingly effective role in a coordinated national ESL delivery system.

PART I:

ESL VOLUNTEERISM LITERATURE REVIEW: INFORMATION ON IMPLEMENTATION STRATEGIES

BACKGROUND

Literacy volunteerism is experiencing enormous growth, both in long-established volunteer organizations such as Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA) (Tenenbaum, 1992), and in a wide variety of other settings such as community-based organizations (CBO's). Kassinger, Ilsley, and Miller, among others, examine and evaluate the volunteer literacy movement in some detail. There is ample evidence that volunteers are being recognized for their critical role in providing services. Miller notes:

- There is marked improvement in leadership. Courses in volunteer administration are now offered in many colleges.
- There is an emergence of organized support systems for volunteers, such as Voluntary Action Centers, Volunteer Bureaus, and national and state associations.
- Volunteers are being treated more as employees without pay, but with the benefits of paid persons.
- There is a movement toward regulation of volunteers through legislation (1983, p. 5).

However, there are some critics who view literacy volunteerism as a stopgap measure, inhibiting professionalization of the field and even as an exploitation of the volunteer's goodwill. Critics attack the volunteers lack of expertise and suitable training (Ilsley, 1985, p. 7). They argue that "if it takes years of study and training to become a competent educator of adults, why do we presume that we can prepare volunteers in ten hours or so to become effective literacy educators?...caring is necessary but not sufficient. The adult literacy instructor also needs knowledge, skills, strategies, and an understanding of the adult learner" (Kazemek, 1988, p. 468-469 as cited in Tenenbaum, 1992, p. 24).

Unswayed by such criticism, volunteer organizations such as LVA and LLA operate on the belief that "through solid training of highly professional quality, careful individualized matching (of volunteer and learner(s)), intensive staff support, and professional development of tutors through inservice education, volunteer tutors can deal effectively with adult students..." (Tenenbaum, 1992, p. xv.). Though hard data to support or refute either of these views does not exist at present, it is clear that volunteerism in literacy is rooted and here to stay. This is not to say that there is a homogeneity of strategy among programs. There are plenty of debates about the goals of volunteer literacy programs, the instructional approach and setting, the use of various program and managerial techniques, the best path to professionalization of volunteers, the financial responsibility for programs, and how to alleviate the fragmentary nature of literacy volunteer efforts (Ilsley, 1985, p. 7).

A review of the literature relevant to ESL volunteer literacy draws from such diverse fields as volunteerism, first language literacy, adult basic education (ABE), applied linguistics, anthropology, sociolinguistics, and cognitive sciences. This diversity underscores the complexity and distinctiveness of the field of adult ESL, aspects that become more pronounced when a volunteer component is considered. Yet, this unique field is often not given recognition or priority in its own right, thus making it difficult for the field to advance its work. Adult ESL's alliance with other types of services such as ABE, community college instruction, job training, and refugee resettlement blur the identity of ESL for adults and too often diminishes its status in the education field (Chisman, 1993, p.15).

ESL volunteer literacy programs most commonly have originated either as: 1) offshoots of established literacy programs for native speakers of English, such as ABE or national volunteer literacy organizations, Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA), or 2) components of community-based organizations (CBO) or service agencies whose primary services do not initially include ESL language and literacy.

Though frequently linked to ABE, adult ESL literacy instruction is very different in several ways. ABE serves native speakers of English with the aim of improving their literacy (reading and writing) of a language they already speak and understand. ESL teaches both language (speaking and understanding) and literacy. Furthermore, in ESL, culturally determined content (e.g. the U.S. education system) must be part of the instruction. Students must learn "what they are talking and reading about at the same time that they are learning to talk and read about it" (Chisman, 1993, p. 16). Also in ESL, cultural differences in styles of interpersonal interaction become a factor. Such things as attitudes toward authority, the practice of questioning in class, and eye contact will affect the instructional setting.

Defining Literacy

Literacy has been defined in many ways, but there is a growing consensus that being literate means different things in different situations or social contexts. Therefore, the ability to read and write in English is too simplistic a definition. Wrigley and Guth see literacy as a "plurality of literacies... shaped by social contexts" and as "a continuum that grows and expands as a person gains experience with different types of literacies, rather than as a dichotomy or 'great divide' between being literate and illiterate" (1992, p. 5). Seen in this light, ESL literacy *teaching* could be defined as "supporting adults with little English and little formal education in their efforts to understand and use English in its many forms (oral and written including prose, document and quantitative literacy) in a variety of contexts (family, community, school, work), so that they can reach their fullest potential and achieve their own goals, whether these be personal, professional or academic" (1992, p. 7-8).

Discussions of adult ESL literacy have often assumed that students are literate in their native language, and that it is simply a matter of providing exposure and practice in reading and writing the second language. There are two problems with this view: 1) first language literacy is *not* a given in many cases, and 2) the definition of literacy as reading and writing is limiting. Batt discusses distinctions among ESL literacy students who bring a wide range of native and second language skills to the ESL setting. Some have good oral skills in English, but no literacy skills in their native language or English; others have little or no oral skills in English, but are highly literate in their native language (1988, p. 13). This diversity of background skills is one of the most troublesome issues for ESL instruction. There is support in the literature for the notion that ESL students who are literate in their native language will acquire English language literacy far more quickly than will students who are not (Chisman, 1993, p. 17; Robson, 1981, as cited in Weinstein, 1984,).

The remainder of this section provides information drawn from the literature on considerations for volunteer program planning and implementation. They describe processes and techniques used by volunteer literacy programs and recurrent issues in program administration.

PLANNING AND MANAGEMENT

It is widely accepted that program planning is essential to the success of a volunteer program. It is important to consider a number of questions before initiating a volunteer literacy program.

- Why do you want volunteers?
- Do you have a policy regarding volunteers?

- Are you willing to be influenced by volunteers?

- Will volunteers from all segments of the community be welcome?

- Do you have strong administrative leadership which believes in volunteers?

- Is there functional administrative leadership? How will it coordinate or be integrated with other agency programs?

- Have you written operational procedures and policies?

- Have you looked at all options to meet the needs of the program--volunteers are only one option; have you determined a need for these?

- Can you afford a volunteer program which includes staff planning time, supervision, supplies, enabling funds, etc.? (M. Miller, n.d. as cited in JCARP, 1983, p.18)

The Voluntary Action Center of Seattle has developed Reviewing Your Volunteer Program: A Tool for Planning or Redesigning Volunteer Programs, checklists for all phases of volunteer programs, from planning and recruiting, interviewing and screening, to training and evaluation. The checklist on planning permits a program designer to consider many dimensions of volunteer programming (as cited in Miller, 1983, p.50ff.).

Underlying any volunteer program's operation must be an overall philosophy of volunteer utilization. JCARP notes that "a philosophical distinction must be drawn between using volunteers and involving them. A philosophy of involvement is demonstrated by the freedom of the volunteer to provide input into program decisions, program planning activities, and actual leadership" (1983, p. 21).

Components of the planning process discussed by Bentson, Miller, and Tenenbaum, include:

- formulating a mission statement

- determining the staffing pattern

- finding a volunteer coordinator

- funding and budget planning

- assessing the needs: types of students, program goals, instructional setting (class,small group, individual)

- formulating job descriptions

The Use of Volunteers

What does the incorporation of volunteers offer a literacy program? The literature discusses a number of advantages and limitations of using volunteers in the delivery of literacy instruction, for example, Kassinger (1985) and JCARP (Jefferson County Adult Reading Program) (1983). On the plus side, volunteers in literacy programs:

- can be a cost-effective, offering services which might not otherwise be provided to a large number of students
- are a valuable supplement and complement to existing ABE projects and other providers in extending literacy services in the U.S.
- can target groups that may be reluctant to attend traditional classes. Volunteer programs give such students incentive and the comfort of a more personalized environment
- can offer individual instruction when needed
- can work with a flexible time schedule
- can reach the homebound
- can be role models and mentors
- are especially good for beginners by allowing them to work at their own pace in a warm relationship
- bring creative talent, produce materials and serve as community agents for change
- involve community residents
- bring a wealth of career and life experience to their assignment

The limitations of volunteerism include:

- instruction is rarely intensive
- volunteers or students may drop out when progress is slow

- some drop out after a short time when they lose interest or find a paying job
- quality control: program records may not be kept consistently,
- some are unwilling to learn new methods and want to stick to old habits
- some just want to fill time rather than provide the specific help requested
- irregular attendance by some
- more difficult to control in terms of agreement with program's philosophy and policies

There exist a number of common assumptions about volunteer literacy program management such as the following: "a well-engineered and highly structured program model is the most suitable one for student and volunteer involvement" and "literacy volunteer programs should be highly structured because retention and performance of volunteers is linked with program structure" (Ilsley, 1985, p. 39). Most programs strive to operate from this premise, with clearly defined positions for volunteer coordinator and other support staff, well-defined sequence and documents for intake, training, placement, and recognition of volunteers, record-keeping regulations. While these assumptions seem common sense and are often derived from the actual experience of a program in operation, little research has been conducted to study the influence of these assumptions on outcomes. If they are found to be true, it would be helpful to know exactly which aspects of program structure are important to volunteers and to the program itself.

Other questions related to the organization and management of volunteers include: What opportunities do volunteers have to interact with each other to share ideas, problems, successes and needs? Is such gathering regularly scheduled? valued? Is there a sense of community among volunteers? Is this encouraged? Also, what mechanisms are there for volunteers to give feedback to the program staff? What types of feedback and input is requested of the volunteers? These are areas for further research.

VOLUNTEER RECRUITMENT, INTERVIEWING, SCREENING, AND PLACEMENT

It has been said that "the best recruitment tools are a good sound volunteer program and meaningful jobs" (Wilson, 1976 as cited in Miller, 1983, p. 45). General suggestions on how to go about recruiting volunteers include considering how many volunteers a program needs to serve its population, at what rate to recruit, what staff time is available to work with volunteers, what resources are available in the community and what strategies work to tap them (JCARP, 1983, p. 22).

Miller advises that programs plan a year-round recruitment process and that specific rather than general recruitment is more effective (e.g. rather than a general ad for the program, advertise specific jobs and target appropriate audiences for these positions). The Voluntary Action Center of Seattle checklist on recruitment covers who plans the recruitment, what the recruitment plan is, who the recruitment targets, and when and where to recruit (as cited in Miller, 1983, p. 52). Recruitment takes careful preparation and planning and imagination, time and energy. It is helpful to have the volunteer supervisor involved directly in recruiting because "it is the people who really care about recruitment...who will have to work with the results" (Miller, 1983, p. 49).

Specific recruitment techniques include word-of-mouth recruitment; "the most effective recruitment is done by satisfied volunteers, students and staff" (Miller, 1983, p. 45). Other methods include individual recruitment (e.g. personal invitation, open house), mass recruitment (e.g. TV, radio, press, posters and fliers in sites where likely volunteers congregate, community group speakers), appeals to churches, local boards and commissions, and appeals to agencies that provide volunteers. Bentson offers many sample forms of recruitment worksheets including a checklist of recruitment ideas, a recruitment contact form, sample volunteer announcements, and media strategy chart (1983, p.11-29).

Volunteer Profile and Motivation

Who are the people sought out in a recruitment campaign? This section examines three questions:

1. What is the profile of literacy volunteers: who are they?

2. What motivates volunteers to volunteer?

3. What incoming qualifications of a volunteer are sought by literacy programs?

In their review of the two major national volunteer literacy organizations, LVA and LLA, Tenenbaum and Strang found the following characteristics of volunteers:

- There were more whites (22%) than blacks (12%) or Hispanics (9%)

- There were more female volunteers (but more learners were male)

- Volunteers tended to have white-collar jobs (learners had blue-collar jobs)

- There were more college-educated (67%) compared to those with high school diplomas (19%) and high school drop outs (8%)

- Employed people were far more likely to do volunteer work than those not employed; seven of ten volunteers in these organizations were employed

- People with higher incomes volunteer more. One income-related factor is that volunteering can involve out-of-pocket expenses for supplies, transportation, or training.

- It was difficult to recruit volunteers "who have been there" (1992, p.20).

"White, middle-class tutors almost never goes into a depressed area to teach. ...Students in such areas probably would not want to be matched with a white middle-class tutor....Few (volunteers in such poor neighborhoods) are qualified or inclined to actually serve as a reading tutor" (Pick, Dec.,1990, p. 27 as cited in Tenenbaum, 1992, p. 21).

Tenenbaum and Strang observe that "the same guides that call for tutors to share similar experiences to those of the learner consistently recommend recruiting from pools of middle-class, educated women- probably because they are most likely to persist with the LVA or LLA effort... They are more likely to understand the guidelines, to be prompt, and to give a stable time commitment than are the harder-to-reach pools of people who "have really been there" (1992, p. 21).

Why does a person volunteer in adult literacy? Five most common and most powerful motivators for volunteers are:

1. The need to be social, to meet and be with friendly and interesting people

2. The need to feel a sense of belonging, of involvement

3. The need to conform, often in response to peer pressure

4. The need to make some kind of 'useful' contribution to society

5. The need to reduce personal feelings of responsibility for a problem or guilt-reduction (Ballenger, 1981 as cited in Miller, 1983, p. 11).

Other reasons why people may become literacy volunteers include:

- learning new skills, developing talents

- exploring career interests or opportunities, including "second careers"
- correcting an injustice to an individual or group
- improving the community
- expressing love and concern for others
- civic duty
- establishing a reputation as a civic leader
- improving visibility (clubs or organizations)
- working for a credible organization
- being able to put new ideas into effective use or action
- utilizing professional skills more creatively than permitted on the job
- filling time in a meaningful way
- getting out of the house
- applying learning from certain unique past experiences to help those experiencing the same problem
- exercising leadership
- providing resources
- changing public policy
- using already developed skills
- change of pace from employment or other full-time pursuit
- making sure public policy is enforced
- keeping a "worthwhile" organization alive
- promoting a specific cause
- engaging in enjoyable activities (having fun)

- building for the future
- remaining active and productive in the community after retirement
- gaining experience leading to a paid job or college degree (Miller, 1983, p. 13).

Incoming Qualifications of Volunteer Tutors

What qualities and qualifications of volunteers are sought by volunteer literacy organizations? In her ESL volunteer handbook, I Speak English, LVA founder Ruth Colvin devotes a chapter to the profile of a good tutor, stating that "Learning the skills and techniques of teaching English as a Second Language... (is) essential ...but of equal importance are patience, enthusiasm, creativity and adaptability as well as respect for your student (Colvin, 1986, p. 10). Tenenbaum and Strang confirm this in their study of LVA and LLA. A professional background in education was not considered essential for volunteers. The only incoming qualifications needed for tutors were caring, commitment and love of reading (Tenenbaum, 1992, p. xv.). Other volunteer literacy program manuals list a number of similar qualifications for the volunteers they seek:

- Know how to read and write, and care enough to help someone else learn....must be willing to complete 12 hours of training (Woods, n.d., p. 6 as cited in Tenenbaum, 1992,p. 22).
- Tutors should be recruited on their will to help and their own preferences--not on the basis of formal, traditional classroom teaching qualifications. Tutors should be recruited as peers to learners..."willing to share a few recently acquired and potentially useful skills (Rogers,1984, p. 24 as cited in Tenenbaum, 1992, p. 22).
- Consider the importance of personal attributes: patience, compassion, determination, and responsibility to the student (Brandt, 1985, p. 4 as cited in Tenenbaum, 1992, p.22).
- Be sensitive, aware, observant and able to respond personally to the student's needs...Essential characteristics include friendliness, respect for individual integrity and confidentiality; sense of humor; ability to function independently; empathy; reliability; flexibility in scheduling and assignment shifts as a student's interests shift; and ability to do 'with' and not 'for' the students (Bockbrader, n.d., pp. 17-18 as cited in Tenenbaum, 1992, pp. 22-23).
- The most important qualification for teachers of adult literacy is the ability to

'explain well' (Balmuth, 1987, p. 25 as cited in Tenenbaum, 1992, p. 23).

Job Descriptions

Several program manuals discuss the importance of specific job descriptions for volunteer positions. The process of developing a job description helps clarify what is expected of the volunteer. The description should specify the responsibilities and qualifications "so the volunteer can make a concrete commitment and feel treated like a professional member of a responsible, well-organized program" (Bentson, 1983, p. 13). Some basic criteria for developing volunteer positions include these questions:

1. Is this a real job? Can its usefulness be made clear and concrete to the volunteer?
2. Can this job be done satisfactorily on a part-time basis?
3. Will time required for training and for support be in proportion to the volunteer time needed in actual service?
4. Can essential supportive staff work be provided?
5. Can staff work adjustments be made or "back-stops" be built in if the volunteer's other priorities make this necessary?
6. Does the job consider the varied interests and skills a volunteer may bring and the value of his/her community relationships?
7. Are there possibilities for volunteer satisfaction in doing this job?
8. Is it probable that the kind and/or number of volunteers required for this job can be recruited?
9. Can you imagine a person really wanting to do this job? (Miller, 1983, p. 37)

Bentson, Isserlis, JCARP and Miller provide sample job description forms in their manuals. One is simply a list of tutor responsibilities:

- **Attend training workshops**

    -learn from workshop leaders and from each other; help, teach, support each other

- **Make adult education work for you and your learners;**

-help create collaborative learning environment
-adhere to a regular program structure and schedule
-tutor at least 2 hours per week
-choose a time, learner population and site that works for you
-develop materials with and for your learners
-develop curriculum with your learners and with teachers whose learners you help

- **Provide feedback to learners, teachers and staff (keep track of learner progress)**

- **Consider helping new volunteers** (Isserlis, 1991, p. 98)

Others use a checklist approach to help programs design their own volunteer job descriptions. One such checklist includes three sections:

1) **Job Description**

   -brief description of program and goals
   -benefit of the program to the student and community
   -benefit of the program to the volunteer

2) **Requirements**

   -willingness to train
   -cultural sensitivity and openness
   -minimum time availability
   -good English speaking ability
   -flexibility
   -patience

3) **Responsibilities**

   -attend initial training and orientation sessions
   -tutor times clearly defined
   -times per week, hours per week, minimum time commitment, duration of commitment, flexible or regular hour
   -prepare ESL lessons
   -attend periodic meetings and/or training sessions
   -arrange and plan field trips
   -keep student records and attendance reports (Bentson, 1983, p. 13)

Intake Procedures, Screening, Interview, Orientation and Placement

Once the recruitment strategies have drawn a pool of volunteer applicants, the applicants are usually formally screened, placed and given general orientation to the program. Although there is usually a brief initial telephone contact with an interested applicant(see "Volunteer Phone Log" in Bentson,1983, p. 35 and 40), a lengthier, focused interview/screening session is scheduled with each potential volunteer.

Interviews

The interview allows both the volunteer coordinator and volunteer to clarify any questions about the program and volunteer position before any decisions are made. It is at this stage that programs and potential volunteers size up one another. Several programs mention the importance of leaving an "out" option for the volunteer who may opt out if the program and responsibilities are not what he/she was looking for. The interviewer also uses this opportunity to decide whether there is a good fit between the program's needs and the volunteer's needs and interests.

The Voluntary Action Center of Seattle offers a checklist for the interview and screening process that asks:

1) Is there a plan for interviewing the prospective volunteer before work is started. Does the plan include an appropriate setting and sufficient time allotted to the interview? Is the interviewer adept in interviewing, screening and evaluating an applicant's skills?

2) Have appropriate application information sheets have been prepared which gather only pertinent data consistent with current affirmative action policies which discover the particular skills, interests, experiences and limitations of volunteers through open-ended questions which lend focus to the interview, serve as a tool for screening and assist in decision making?

3) Does the interview process serve as a tool for screening and placement by clarifying what has motivated the applicant to volunteer by reviewing the appropriateness of that motivation to the program and by identifying where mutual expectations can be achieved?

Bentson also provides suggestions for interview preparation (have a Tutor Information Form and volunteer a job description ready; have refreshments available, have access to visual aids to illustrate the program- calendar of classes, trainings; news articles, etc.), provide tips on conducting the interview (make applicant feel comfortable, choose a quiet location, share information about oneself as the volunteer coordinator, give overview of the program, state purpose of the interview) and pose actual open-ended interview questions such as:

- What have you enjoyed most about your past volunteer experience?
- What sort of people do you enjoy working with?
- What do you consider your greatest strengths and weaknesses?
- How does our volunteer program fit into your own long range goals?
- Which of your skills do you think will contribute most to our agency?
- What experiences have you have with people of different cultures? (1983, p. 25)

Clarifying Commitments

In a highly structured program, once a volunteer makes a commitment to the program, a contract may be drawn up to make the agreement explicit. A contract might list the position title, the program objective, the time commitment, the person to whom the volunteer is responsible, and the responsibilities of the position. It is signed and dated by the volunteer and volunteer coordinator (see sample in Bentson, 1983, p. 38). In terms of minimum time commitments requested of the volunteer, some programs offer very short term non-instructional positions that may require anywhere from a day up to several weeks for materials development, recruiting, and other tasks (JCARP, 1983, p. 20). In instructional positions, LVA requires a minimum of one year; most other programs tend to require at least 2 to 3 months minimum. The minimum number of contact hours per week is usually one to three.

Matching Volunteers With Students

Placement of a volunteer usually involves negotiating a volunteer's interests or needs with the student's, balancing numbers of students with volunteers. There is no generalizable information to date showing what criteria might be used to match volunteers with students other than stated interests or needs of the volunteer. LVA studied its intake data from volunteers and students including sex, age, ethnicity, occupation, etc. to determine whether placement matches contribute to learner success (in Tenenbaum, 1992, p. 17). They wanted to explore some common ideas or 'mythologies' that drive placement matches such as the notion that ethnic matches are good, cross-gender matches where the woman is younger are bad, the closer the backgrounds of volunteer and learner, the better the learning, etc. Their findings were inconclusive.

Orientation

Orientation for new volunteers provides them a chance to meet with other new volunteers and to acquire a sense of community with them. Group orientation helps achieve this community building as well as familiarize volunteers with the overall program. Physical (format, size, length, etc.) structures as well as psychological support structures and the content of orientation must be considered. Orientation content is discussed by JCARP (1983, p. 24), Miller (1983, p.63), and Bentson (1983, p. 48) and may include:

- overview of program goals, policies, procedures
- list of staff and phone numbers
- survival mechanisms: parking, coat racks, mail boxes, coffee, etc.
- structure of the program organization
- history of the volunteer program
- program newsletter
- role, rights and responsibilities of the volunteer
- social activities of organization and volunteer group
- note of appreciation and welcome
- overview of special needs and psychology of adult learner

TRAINING, CURRICULUM AND MATERIALS

The volunteer training component is one of the most detailed and widely discussed in the literature. Not surprisingly, the majority of available literature consists of "how-to" manuals for volunteers or volunteer trainers covering various ESL approaches or methodologies, activities, and resources and guidelines for structuring the training sessions themselves.

Most programs describe both pre-service and inservice, or ongoing training. It is discussed in terms of the structure or delivery of training services and the actual content of training. One program states that the fundamental goals of training are 1) to communicate whatever specific program information and skills the volunteers need, and 2) to develop volunteer spirit and enthusiasm (Miller, 1983, p. 67).

In most programs, training usually consists of 10 to 18 hours pre-service training broken into two to three sessions with follow-up sessions and inservice workshops. In some cases, training is completed before the volunteer begins working with students. In other cases such as the Jefferson County Adult Reading Program (JCARP), volunteers meet with students as soon as possible, rather than waiting for all 12 hours of training to be completed first. It is considered too overwhelming to have all training take place before a face-to-face meeting of the volunteers and students (1983, p. 25). LVA-Illinois provides 15 hours of pre-service and 3 hours of inservice training three or four months into the program. Outside training specialists administer the training in some cases (e.g. LVA and LLA) and in others, the trainer is the volunteer coordinator or other in-house staff member.

What is the quality and depth of training given to literacy volunteers? Guidelines for training vary from lists of general topics to include to a literal word-for-word "script" for ESL training modules such as that of Hermanson (1988). Overall, volunteer programs take training very seriously and see it as the foundation of good literacy instruction. The LLA/LVA National Volunteer Literacy Campaign Training Project seeks to upgrade and professionalize the training of volunteers by using more supervisory trainers with professional foundation who then train the trainers of volunteer tutors. The effort is to provide volunteers with training aimed at "awareness of cultural, ethnic, and linguistic differences and how to fold them into literacy instruction; the ability to organize lessons tailored to the individual student; the ability to assess the skill level of the learner, to be familiar with assessment tools and tests; and the ability to use decoding, experience-based, and eclectic models of teaching literacy, and to select approaches that match the needs of individual students" (Foster, 1988 as cited in Tenenbaum, 1992, p. 25).

The Jefferson County Adult Reading Program (JCARP) uses a grid for inservice training that outlines the general and specific training needs of volunteers in categories of "Skill" (e.g. motivating students), "Content Needed" (e.g. background on adult learners and learning styles), "Possible Materials" (e.g. videos, consultants, teachers) and "Instructional Methods" (e.g. mini-lecture, group discussion, case studies) (1983, pp. 38-39). It emphasizes the need for continual reassessment of pre-service and inservice training to ensure that it serves the program and volunteers' needs (1983, p. 27).

Sherman's research into effective staff development in ESL volunteer programs found important elements related to the structure or delivery of training services and to the content of training. In terms of delivery, the key elements are:

- **Experienced and dedicated training administrator and staff.** A positive aspect is the use of adult education practitioners as trainers who bring sensitivity and knowledge to the task.

- **Decentralized training services.** These ought to meet local program needs and maximize teacher attendance and promotes a sense of camaraderie.

- **Systematic follow-up of training.** The process includes practice and feedback; teaching strategies must be coached and practiced (though limited funds often prevents this). Often it is informal; some programs schedule trainings in sequenced modules so teachers learn, practice/apply in their class, then give feedback in a follow-up session. It may also include on-site observations.

- **Evaluation procedure.** This ideally includes a systematic evaluation of the benefits and learning acquired by volunteers, what they apply to their teaching and what differences their new learning makes for students. Lack of financial resources, however, often affects the implementation of a structured procedure. Other evaluative tools include workshop evaluation forms, and something called 'forward-looking evaluation', which involves program planners monitoring a program for the presence of certain design components in a training service before a program actually begins (Sherman, 1991, p. 10).

Five elements related to content of effective training services include:

- Providing training services responsive to the needs of volunteer instructors. Administrators are not the only decision makers; include the voice of volunteers in identifying the needs on which training is based; do teacher surveys; workshop evaluations; get training staff recommendations; and conduct informal needs assessments.

- Involving participants in the learning process. The training is practice-oriented (hands-on experience that they can apply), and includes learner-centered strategies (modeled by trainer), e.g., peer coaching, action research and study circles.

- Modeling appropriate instruction through videos and live demonstration.
- Placing learning within a theoretical framework. This involves providing research summaries so volunteers understand the rationale of techniques such as Total Physical Response(TPR), Freirean pedagogy, Language Experience Approach (LEA).

- Providing training topics appropriate for adult education volunteer instructors. They need subject matter knowledge, understanding of the characteristics of adult learners (as distinguished from children as learners), instructional practices that facilitate learning, classroom management techniques, and capacity to diagnose learner needs (Sherman, 1991, pp.4-21).

Kuy and Thomas (1985) provide a detailed treatment of content specific to ESL literacy volunteers: goals for literacy students, principles and approaches to teaching literacy, literacy methods and techniques, curriculum content of various literacy levels, lesson planning, literacy materials, assessment and evaluation of student progress, teaching mixed literate/illiterate classes, and teacher self-evaluation. Each section gives detailed and specific information, e.g., performance objectives for curriculum, explanations of four approaches to literacy teaching, seven elements of a lesson plan and sample assessment tests.

Kuy and Thomas delineate four approaches to literacy teaching: "synthetic" (a phonics approach beginning with individual sounds, building into words and sentences); "analytic" (emphasizing sight word recognition); "functional" (relating literacy to specific actions that students are engaged in - job training, for example) and 'inductive' (beginning with students' life experiences to generate literacy materials, e.g., Language Experience, Problem-Posing).

There is a general trend toward more inclusion of the inductive or meaning-based approach, though Kuy and Thomas themselves encourage an eclectic "choose and mix" approach that combines elements of all four approaches for optimal effect. LVA uses an in-house multi-media training package that includes videos, workshops, and a volunteer handbook, I Speak English.

The common core topics addressed in ESL literacy volunteer training include:

- the basic principles of adult second language acquisition
- the dimensions of literacy and the effects of first language literacy on second language literacy acquisition
- the components of a lesson and how to tailor them to the learner(s)
- a wide range of ESL methodologies, techniques, activities and materials for all language skills: speaking, understanding, reading and writing
- methods of assessing learner progress
- the interrelatedness of language and culture and a sensitivity to the effects of this relationship on the learner's experiences and expectations
- record-keeping

Curriculum and Materials

There is very little discussion in the literature of specific curricula for volunteer ESL literacy. Wrigley and Guth (1992) examine curriculum and its necessary link to other program components, although not in the context of a volunteer ESL literacy program. They provide thoughtful discussion of six basic orientations to curriculum based on a provider's philosophical view of what literacy and its role are believed to be. Most programs assume that learning objectives are determined and modified individually between learner(s) and volunteer, or in some cases taken from prescribed literacy curriculum objectives (e.g. in writing, key/sight words, numbers, phonics/decoding, and reading comprehension) such as those in Kuy and Thomas (1985, p. 49ff.). There are no examples of a comprehensive curriculum for volunteer ESL literacy programs.

Guidelines for selecting and developing materials are more numerous (Wrigley & Guth, 1992; Isserlis, 1991; Kuy,1985: McGroarty & Scott, 1993, Reck et al., 1986, Tacoma Community House, 1987). Instruction for ESL literacy students has usually involved the adaptation of available ESL materials or an adaptation of approaches originally designed for teaching native language literacy such as Language Experience Approach (LEA) and Freirean pedagogy. The instructional approach and choice of materials depends in large measure on the definition of literacy and educational philosophy that a particular program or instructor subscribes to, as well as pragmatics of budget and other resources, student and teacher preferences, etc. McGroarty and Scott examine a sampling of current ESL literacy textbooks, discuss promising directions in the textbook field, and provide a helpful set of guiding questions for selecting ESL literacy textbooks.

RETENTION AND RECOGNITION

Attrition is a concern for any volunteer program. It has adverse effects on a literacy center; it wastes the time of trainers, and prevents a more committed volunteer from taking the slot.

Volunteers may lose or gain motivation in a program because of:

- the way they are treated: amount/type of personal contact; sense of real involvement
- volunteer recognition: awards, letters, and increased responsibilities
- obligations of volunteer: record-keeping, transportation, progress reports

- the match with the learner(s)
- working with the context and format of instruction (Tenenbaum, 1992, p. 28ff.)

Other reasons a volunteers might quit include:

- The program/project ended
- They got a paying job
- They moved away
- There was nothing useful to do
- There was poor or inadequate supervision (ACTION, 1974 as cited in Miller, 1983, p.11)

To address this problem, many programs focus on balancing intake (getting new volunteers) with support and recognition (keeping them interested once they have volunteered). Such support can take many forms: a certificate of recognition, an award, appreciation dinner, recognition and commendation in staff newsletter, formal recognition by media and community groups, letter of recommendation, asking volunteers to serve on program task force or to have direct input into various aspects of program design, and materials development (JCARP, 1985). The focus is on those things that promote a volunteer's sense of importance and value to the program. Volunteer retention rates are not usually cited, although JCARP did record an 84% retention rate in one year.

EVALUATION

Evaluation is a difficult issue in volunteer literacy programs where there is often a lack of funds, lack of appropriate measurement tools and personnel to administer them, and priorities that focus on direct delivery of literacy service rather than evaluation. Yet there is an increasing need to demonstrate effectiveness of literacy programs, often in order to maintain the very funding that sustains the program. How does a program know whether it is doing a good job? Nearly all evaluative information to date has been anecdotal and program-specific in nature.

Ideally, three areas should be the subjects of evaluation: 1) the program operation itself, 2) the learner's progress, and 3) the volunteer's role and performance. This is not an easy task and has not been a high priority for most programs. One must ask what is to be evaluated and why, how the evaluation should occur to obtain useful and valid results, and finally what to do with those results. Add to this the complications of attrition of students and volunteers, and the task of meaningful, long-range evaluation becomes even more difficult. LVA has done some evaluation of program effectiveness by looking at volunteer attrition rates, for example, but generally it has not produced significant findings.

The National Literacy Act of 1991 (an amendment to the Adult Education Act of 1966) requires federally funded organizations to demonstrate effectiveness, professionalize operations and information management, and demonstrate greater expertise in training and supervision of volunteer teaching staff. Programs must:

- show past effectiveness in serving educationally disadvantaged people
- coordinate with other literacy and social service agencies
- commit to serving individuals most in need of literacy services
- assess student progress and show accountability
- maintain program information systems and seek technical assistance to document such information when necessary
- enhance recruitment, training, assignment and inservice education of volunteer tutors (Tenenbaum, 1992, p. 45)

The mechanisms for evaluation should be determined in the planning stages of a program since the success of a program is best measured in light of whether goals and objectives have been met.

A good program evaluation can:

1. Provide information for future decision making.
2. Measure how well the organization is doing to achieve its goals.
3. Pinpoint particular activities or areas that could be improved.
4. Help clarify "fuzzy" goals and objectives (Miller, 1983, p.23).

Basic questions to ask regarding evaluation include:

- Is there a periodic evaluation of the volunteer program?
- Is it tied to the agency's overall examination of goals and objectives?

- Do staff, board, students and volunteers all participate in the evaluation?

- Does the evaluation

  -show how well objectives have been met?
  -whether objectives are appropriate?
  -reassess the need for the program?
  -recognize problems encountered?
  -look at organizational structure as well as content?

- Is volunteer involvement examined in terms of

  -how it enriches other aspects of the organization?
  -aspects which volunteers alone can contribute or bring into the client relationship?

- Is evaluation information shared with all participants and interested community?

- Is there a process for translating evaluations into policy, program planning and organizational decisions? (Voluntary Action Center, of Seattle as cited in Miller, 1983, p. 57)

Learner and Volunteer Assessment

Broadly speaking, there are two types of learner assessment: 1) general assessments, such as standardized tests, which measure achievement, knowledge and skills of large groups of students, and 2) program-based, or alternative, assessments, which reflect the educational approach and literacy curriculum of a particular program (Wrigley & Guth, 1992, p. 133). In some cases, literacy programs may be asked to report learner progress on a standardized test for funding purposes (see National Literacy Act below), but find that the assessment tools may not be appropriate to the program's own stated goals or student population. There are a number of innovative program-based methods for measuring learner progress which include student portfolios, interviews, competency checklists, and anecdotal evidence of learning successes, but though they may be in use in volunteer programs, data from such assessment is not available. Meaningful learner assessment takes careful thought, preparation, and time, and not only requires a mechanism for incorporating it into the evaluation of other aspects of the program, but should serve as it centerpiece. Learner outcomes must be the focal point for the evaluation and assessment process. Too frequently, the focus is on process, rule compliance, and data collection unrelated to the ultimate goal of an ESL program.

It is evident from the evaluation checklists above that focus on volunteer involvement is minimal. "Formal evaluations addressing the volunteer role in adult literacy programs have been nearly nonexistent" (Tenenbaum, 1992, p. 33). While there have been attempts to measure the impact of volunteering on learner gains in literacy (in LVA, for example), little attention has been paid to the impact of volunteering on the volunteers themselves and on the organization as a result of having a volunteer component. What happens to an ESL literacy volunteer's world view and view of self as a result of the volunteering experience? What changes occur in the volunteer as they progress through the volunteer literacy program? What transformations occur in the volunteer program's organizational structure as a result of the volunteer component? Ilsley (1985) is particularly concerned about the need for research that allows generalization beyond program-specific description in areas such as these.

FUTURE DIRECTIONS

Volunteers are the pioneers and the future of literacy work. Volunteer ESL literacy is a growing field in its own right which faces the excitement and challenges of developing and disseminating effective practices in program planning, organization and management, recruitment, training, retention and recognition, and evaluation. A review of the literature reveals a field that draws from many other fields, struggling with sometimes confusing or inconsistent terminology and beliefs about ESL, literacy, volunteers and learning. There remain many open issues and unexplored questions requiring serious attention in the volunteer ESL literacy movement.

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PART II:

ESL VOLUNTEER PROGRAM SURVEY

The ESL Volunteer Program Survey was designed to provide an overview of adult ESL programs in Illinois with a volunteer instructional component. Surveys were sent to 75 government-funded adult literacy providers throughout the state. Providers were identified from the Secretary of State's (SOS) "Literacy Grant Booklet" for fiscal year 1994 which lists funded programs from the SOS Community Volunteer Literacy Grant Program; programs offering ESL instruction are specifically denoted. Surveys were also sent to all programs receiving volunteer coordination funding from the Illinois State Board of Education's (ISBE) Adult Literacy Section as programs offer ESL volunteer literacy are not specifically designated.

Thirty responses were received from the 75 surveys distributed for a 40% return rate. Six providers returned the surveys noting they did not serve ESL students or that the numbers of ESL students served was a very small component of the literacy program.

During the course of the project, additional programs incorporating a volunteer ESL instruction were identified in family and workplace programs. Three such programs are also included in Part III of the study.

RESULTS OF THE ESL VOLUNTEER PROGRAM SURVEY

Significant findings are summarized below. For a complete analysis of the survey results see Appendix A.

ORGANIZATIONAL STRUCTURE

- ESL volunteer programs do not preponderate in any particular type of organizations. They are found in community-based organizations as well as in larger institutions. In the city of Chicago, ESL volunteer programs operate in a number of community-based organizations that focus on serving individuals of a particular ethnic or linguistic group, i.e. Latin American or Cambodian. Outside of Chicago, ESL volunteer programs tend to have a more general focus on the residents of a targeted geographical area.

- Most of the volunteer programs in the state of Illinois are well-established. Sixty three percent are between five and ten years old and 25% have been in existence for more than ten years.

- A number of ESL volunteer programs are part of an adult education department that serves all residents of a particular community needing assistance with English literacy basic skills. Some programs are an integral part of the organizations' larger mission of in areas such as self-sufficiency or economic development.

- The size of ESL volunteer programs varies dramatically making comparison of programs somewhat problematic. The numbers of volunteers ranged from a low of two to a high of 525. The average was 87 and the mean 50. The range in the number of learners was also great, from a low of four to a high of 3100.
- ESL volunteers work in various capacities: as adjuncts to instructors (59%), with small groups (77%), and one-on-one at program site (82%).

ESL VOLUNTEER PROFILE

- ESL volunteers statewide are represented in nearly equal numbers in the age ranges 18-29, 30-40, 40-50 and 50-up. Some organizations appear to recruit heavily from a particular age group. Travelers & Immigrants Aid's (TIA) Centro de Educaci6n y Cultura in Chicago's Logan Square community reported that 75% of their volunteers were under age 30. Conversely, the Volunteers in Teaching Adults (VITA) Program of Oakton Community College's MONNACEP reports that 56% of their volunteers are over age 50. At the Elgin YWCA 27% of the volunteers are between the ages of 12 and 17. During the summer, middle and high school youth volunteer with the pre-school and youth family literacy program.
- There appear to be more male and more non-white ESL volunteers than in ABE. According to the survey, ESL volunteers are 67% female and 23% male. Seventy-nine percent were White. The State of Illinois in its 1988 evaluation of 23 local literacy volunteer projects (ABE and ESL) noted that 19% of volunteers were male and 81% were female. Ninety-four percent were white (as cited in Tenenbaum and Strang, 1992, p. 18). While the majority of ESL volunteers statewide are white females, there are notable exceptions. The approximately 100 volunteers at TIA's Centro de Educaci6n y Cultura ESL volunteer program are 50% male, 50% female and only 70% are white. This program has made special efforts to recruit a multicultural volunteer corp.
- The average length of service for volunteers ranges greatly from six month to four years. The programs with older volunteers tend to have a greater average length of service than those with younger volunteers. A volunteer administrator commented that older volunteers have a high retention rate following their first year of retirement (Marilyn Antonin, personal interview, Oakton Community College, 6/13/94).
- Some of the factors cited as unique about ESL literacy volunteers are an interest in

other cultures or in the particular learner culture, knowledge of a foreign language, interest in ESL as a possible career and having traveled or lived abroad. Initial reasons volunteers cite for wanting to volunteer with the program include an interest in other cultures, helping others adjust to our culture, and learning about other countries.

ESL LEARNER PROFILE

- The majority of ESL learners in volunteer programs are between the ages of 18 and 40 (79%). Few are over age 40 (17% between ages 40 and 50) and even fewer are over fifty.
- The survey counted 39% male and 52% female ESL learners. This stands in contrast to the State of Illinois study of both ESL and ABE literacy volunteer programs. This survey found that the majority of learners were male (54 percent) (as cited in Tenenbaum and Stranger, 1992, p. 18).
- Ten percent of ESL learners identified in the survey were white compared to 57% in the State of Illinois 1988 evaluation of programs (as cited in Tenenbaum and Strang, 1992, p. 18).

ESL VOLUNTEER RECRUITMENT

- The volunteer recruitment strategy cited as "most effective" was "word of mouth" by staff, volunteers, and/or the agency at large.

ESL VOLUNTEER TRAINING AND SUPERVISION

- There are widely disparate models in ESL pedagogical training of volunteers. Initial training ranged from two to 18 hours and the nine programs that included a practicum as part of the experience said it ranged from two to 15 hours. The topics covered in the training also vary widely. The two most commonly cited methods were an "Adult Learner Profile" and "Lesson Planning" (86%). "Teaching Reading" (76%) was the only other topic cited by more than 75% of the respondents.
- All programs offer ongoing training opportunities on an optional basis.
- Several programs cited the need for additional training for ESL volunteers and/or greater need for ESL staff expertise.
- In nearly all programs, professional staff work with volunteers to provide ongoing

training and supervision. Often volunteers are called on a regular basis or encouraged to call or stop in the office with special needs. One program cited the complex and problematic relationship between professional staff and volunteers, "would you be thrilled if someone was doing your job with no renumeration?"

- Tutor peer support is built into most programs (84%). These activities include tutor talks, informal monthly gatherings, roundtables, meetings during class breaks and site meetings, and "rap-up" sessions after class.

ESL VOLUNTEER EVALUATION

- Most programs do not evaluate volunteer progress (67%), but they do have mechanisms (89%) to give feedback to instructors/program administration on their progress/goals.
- Most programs do solicit volunteer input into programmatic decision-making through monthly reports, surveys distributed annually or after each term, and through individual appointments.

ESL VOLUNTEER RETENTION AND RECOGNITION

- Nearly all programs have retention and recognition activities for volunteers. These activities include annual recognition banquets/receptions, holiday parties, birthday cards, thank letters, newsletters, verbal praise cultural events, certificate issues upon completion of training, and organized student/volunteer recreational activities.

UNIQUE ASPECTS OF VOLUNTEER ESL LITERACY

- Volunteer ESL literacy tutor/teachers enhance program operations by providing personalized attention and in meeting needs that might not otherwise be met. They also allow programs to expand their capacity.
- Numerous differences were cited between ESL and basic skills volunteer programs. These include speaking, listening, cultural awareness, curriculum, materials and teaching methods.
- ESL Volunteer program methodologies and philosophies are often individualized to the specific goals of the student. They tend to be learner-centered with a variety of methods.
- Home-based instruction and volunteer-led conversation classes are unique ESL

program components.

FUNDING

- The two major funders of ESL volunteer programs are the Secretary of State (average 61% of program costs) and the Illinois State Board of Education (average 52% of program costs). Ten programs stated that they received 50% or more of their funding from the Illinois Secretary of State and six programs stated that they received 50% or more of their funding from the Illinois State Board of Education.

LEARNER EVALUATION

- Both standardized tests (76%) and alternative assessments (62%) were used to evaluated learner progress. Alternative assessments included student interviews, portfolios, tutor comments, and student work. Standardized tests used included the CELSA, BEST, SORT, ESLOA, and TABE.

ESL VOLUNTEER PROGRAM ADMINISTRATIVE CONCERNS

- Challenges to administering an ESL volunteer program include meeting the needs of students of many cultures with a wide range of differences, working with a primarily mobile ESL population, and addressing the wide range of abilities and many different attitudes toward education that ESL students bring to the program.

- It was noted that "it is difficult to maintain an adequate level of training for ESL volunteers."

- One program reported that volunteers are sometimes reluctant to accept ESL students.

- Changes/modifications being considered by programs include more effective recruitment methods, offering more advanced ESL training workshops for tutors, recruitment of Latino volunteer/aids, tutoring by phone to give students more conversational practice, and forming support groups for students.

PART III:

SITE VISITS AND INTERVIEWS

Interviews were conducted with staff, students, and volunteers at eleven Illinois volunteer ESL literacy programs at volunteer literacy organizations, community college programs, multiservice ethnic and multiethnic community-based organizations, and a hospital. Comprehensive data regarding program operations was collected at community, family and workplace literacy programs hosted by Waubonsee Community College, Oakton Community College, Cambodian Association of Illinois, Centro Romero, Elgin YWCA, Elgin Literacy Volunteers of America (LVA), Literacy Chicago, Polish Welfare Association, Arlington Heights District 214, Albany Park Community Center, Travelers & Immigrant's Aid's (TIA) Centro de Educación y Cultura, and Lutheran General Hospital. These programs were selected from the survey respondents and from recommendations of program funders to ensure diverse representation based on strengths in various components.

Interviews were based on a series of questions developed from issues identified in the literature review and survey. (See Appendix B). Recurrent issues that emerged from the interviews and unique program practices are described below, utilizing examples that illustrate approaches and techniques.

MOTIVATION FOR USAGE OF VOLUNTEERS

- Low Native Language Literacy Skills. Many programs use volunteers for beginning English students with low literacy skills. Since most beginning community college ESL classes assume literacy in the native language, the ability to take notes, and a basic understanding of grammar, students lacking these skills "fall through the cracks" of the delivery system. Volunteers can develop these students' literacy and academic skills so that they can be mainstreamed into college classes. In some cases, however, the students may continue to work with volunteers for an extended period of time.

  Case Study:

  Centro Romero, a community-based organization serving Latin American immigrants in Chicago's Rogers Park community, has a three level volunteer Spanish literacy program that transitions students into an English literacy and/or Spanish GED track and from there into the community college classes hosted by the organization.

- Uneven English Literacy Skills. Volunteers are often used to develop the skills of students who are difficult to place in mainstream classes because of uneven literacy skills, i.e. strong reading and writing skills, but low oral and listening skills or vice versa.

- Conversation Practice. Volunteers provide conversation practice for individuals enrolled in large ESL classes.

  Case Study:

  > At Literacy Chicago, Illinois' largest volunteer-based literacy organization, most ESL students have at least a high school education and are often enrolled in a community college ESL class. Because the focus of these large ESL classes (generally 20 to 30 students) is on grammar, reading and writing, they afford little opportunity for students to practice oral skills. Literacy Chicago provides individual and small group volunteer-based conversational practice for these students. The tutoring sessions are tailored to meet the specific conversational needs of the individual, e.g. telephone skills, office language, etc. The individual or small group sessions help students build the confidence and skills to later join a social club or organization with more native English speakers.

- Ethnic Constituency Literacy Needs. Some ethnic-based community based organizations use volunteers to meet the special needs of their constituency.

  Case Studies:

  > The volunteer ESL literacy program at Polish Welfare Association, the only social service agency for the city of Chicago's more than half a million Polish people, serves as a sort of clearinghouse for adult literacy service for Polish immigrants. Polish immigrants whose needs cannot be met by other educational services are accepted into the volunteer program, e.g. students preparing for a professional exam.
  >
  > The Cambodian Association of Illinois operates a home-based ESL volunteer literacy program to meet the literacy needs of Cambodian refugees who have barriers to participation in education services offered by the local community college. The home-based program largely serves women with small children, the disabled, and the elderly. The Public Aid caseworkers employed by the Association make referrals to the literacy program from their client base.

- Customized Program. A number of programs visited focus on identifying the specific language needs of the participant and in developing customized curriculum with the tutor to meet this need. It is not possible for an instructor to meet the diverse needs of the individual in a large class.

- Open Entry Program.

Case Studies:

TIA's Centro de Educación y Cultura offers small group open entry instruction at beginning to low intermediate levels using a life skills curriculum tailored to Hispanic immigrants with little formal education. Operating in Chicago's second largest Hispanic community, the program meets the need of non-academic oriented students.

In Oakton Community College's Volunteers in Teaching Adults (VITA) program, volunteers give assistance to individuals who enter class mid-term in an open entry delivery model.

- Elderly Students. Volunteers teach small groups of elderly ESL students who are intimidated by the large classroom and/or have difficulty in traveling to centrally located class sites.

Case Study:

Oakton Community College's VITA Program has a number of small groups of senior students often taught by senior volunteers many of whom are retired teachers.

- Family Literacy. Young volunteers build the English language skills of the children of ESL adult students through participation in family literacy programs.

Case Studies:

Arlington Heights District 214 operates a family literacy program during the summer for the adults and children of the large numbers of Hispanic immigrants who work at the local racetrack four months per year. Fourteen volunteers (6th grade through high school age) from the Arlington Heights suburban community assist in the childrens' class offered two times per week. They help the 12 to 15 children who attend class to practice speaking English and to develop basic motor skills.

The Elgin YWCA holds a six week summer family literacy program for immigrant families in their largely blue collar community. While parents attend English classes, nearly 100 children of 20 nationalities participate in five different age level classes. Eighteen young people from diverse ethnic backgrounds assist in the childrens' classroom two to four times per week. They read stories, help with projects and play with the young program participants.

- **Workplace Literacy.** Lutheran General Hospital has piloted a volunteer-based workplace literacy program in the workplace to meet the ESL needs of employees in the environmental service, food and nutrition, transportation, and nursing care technician areas. Volunteers were targeted for recruitment from the hospital staff because of their understanding of the health care field and the kinds of language needs within the hospital. Literacy Volunteers of America-Illinois, Inc. trained hospital staff in assessment and ESL tutoring techniques. Both the volunteer tutors and the students are given one hour of release time per week for English tutoring sessions.

VOLUNTEER RECRUITMENT AND SCREENING ISSUES

- **ESL versus Basic Skills Recruitment.** Programs with both basic skills and ESL volunteer programs noted that it was much easier to recruit tutors to instruct basic skills than ESL. Barriers cited were: volunteer fear or discomfort in communicating with someone who spoke a foreign language and a preference to "help Americans first".

- **Difficulty in Recruiting.** Several programs commented that it has become more difficult to recruit volunteers lately than in previous years, in spite of more extensive recruitment campaigns. They were unable to account for this drop.

- **Life Passage Volunteer Profile.** One program administrator noted that most ESL volunteers are in their twenties or early thirties without children or people whose children were grown.

- **Typical ESL Volunteer Characteristics.** Nearly every program in Chicago described their typical ESL volunteers as an individual who had experience with another culture, had a particular interest in the culture of the students, had studied or lived abroad, had studied a foreign language or had parents who were immigrants. Volunteers from religious backgrounds that emphasize community service, returned Peace Corp volunteers, and individuals who are seeking to join the Peace Corp or related types of programs are also common ESL volunteer characteristics.

- **Targeted Volunteer Profiles.** Some organizations target their recruitment efforts to specific groups. Polish Welfare Association appeals to second and third generation Polish Americans, Centro Romero recruits former students and community members into its Spanish literacy program, and the Cambodian Association of Illinois has a significant percentage of Asian volunteers. Literacy

Chicago targets people who work in the downtown area of Chicago where their offices are located, Centro de Educación y Cultura has done extensive outreach targeted at young adults and Oakton Community College's VITA program targets a large retired population in the district's community. Albany Park Community Center has successfully recruited disabled volunteers. The Center has one blind volunteers who teaches English conversational skills. One program has worked with people who were assigned community service as part of a criminal conviction. While they experienced great success with some volunteers, it was noted that the program should inquire as to the nature of the crime for which the individual was convicted; drug and alcohol-related problems can persist. Several programs noted the need to have different strategies for morning versus evening volunteers.

- Recruiting Elderly Volunteers. There are a number of special considerations with elderly volunteers. They may have a greater vulnerability to health problems that may keep them away from the program for extended periods of time. Transportation in winter may be an issue for some in the winter. On the other hand, the elderly can be among the most loyal volunteers, coming in several times per week and staying with programs for many years. "They often make personal friendships with their students outside of class. They take them out to lunch or dinner, share experiences, go on field trips and show them places, exchange meals...Elderly volunteers tend to be available daytime rather than evening hours" (personal interview with Marilyn Antonik, Oakton Community College, 6/13/94).

STUDENT RECRUITMENT ISSUES

- The Demand for ESL Literacy Services. Many programs maintain a long waiting list of ESL students that have requested ESL literacy services. Several volunteer administrators mentioned the desire to add more groups in order to expand service for ESL students. "We haven't had to recruit ESL students for two years", exclaimed one staff person.

- Student Intake. Many programs identify specific literacy needs during the intake process. These may include English for a job promotion or for certification in a profession. Language barriers and lack of specific focus on the part of the student can make it difficult to identify specific needs.

ORIENTATION

- Screening Tool. Several programs determine if volunteers are able to make the commitment to volunteer through the orientation process. "I want to know if they truly can make this commitment. Can they come consistently? Do they have enough time to get from the work to the center?" (Antonik, 6/13/94). Several programs include a component in the initial orientation in which the volunteer is required to return a call or send something back to the program in order to proceed with the training.

- Screening Literacy Volunteers. Volunteers are often monitored closely during the orientation interview to determine their appropriateness, "Do they have eye contact or a pleasant ability to relate...I avoid volunteers that show overt prejudice--who say they don't want to work with a certain language or ethnic group, or those who were really hoping to use volunteering to learn a foreign language" (Antonik, 6/13/94). "Generally we don't have to turn volunteers away", noted one administrator, "because inappropriate volunteers tend to self-select out during the orientation" (personal interview with Sara Vandenberg, Centro de Educación y Cultura, 5/3/94). If a volunteer does not appear appropriate for direct service, they might be steered towards another volunteer position within the program or the agency that might be more suited to their needs or interests.

TRAINING

- Observations and Practicum. Tutor observation of classes and/or tutoring sessions and practice teaching are sometimes part of the training process. There is a decided preference for integrating volunteer field experience into the classroom training component so that the volunteer can relate the theory to actual practice. One administrator noted, "it's important not to overwhelm the volunteers with too much information during the training, but rather to give them just enough to get them comfortable with teaching...Specific content information can be integrated into this base knowledge once they get going" (Vandenberg, 5/3/94). Several programs allow the volunteer to co-teach until he or she feels comfortable enough to work independently, and some programs maintain consistent co-teaching arrangements.

- LVA Training. The three Literacy Volunteers of America (LVA) affiliates visited adapt the prepackaged materials from the national office for their own purposes. One trainer commented, "the [LVA' program is designed without the assumption of prior tutor experience...learning another language or working with immigrants...In a multicultural urban setting, this is often not the case...It can be very slow moving..."

- Ethnic and language-specific knowledge. A number of programs incorporate information about specific ethnic groups or languages into the training component. This can include cultural, historical social, legal and political issues relevant to the targeted student group(s). Some organizations share information related to the immigrant/refugee experience. Some training sessions include a linguistic contrastive analysis of English and the target language highlighting specific linguistic differences that may cause trouble for students in the areas of pronunciation, grammar, false cognates in vocabulary, etc.

Case Studies:

The Cambodian Association of Illinois provide volunteers with extensive background information on the refugee experience of Cambodians and how the trauma experience may continue to impact their lives.

Literacy Chicago invite advanced ESL students to the volunteer training workshop to share their experiences as immigrants and learners of English.

TIA's Centro de Educación y Cultura conducted extensive interviews with students about their personal experiences in the United States and their native country related to housing, education, male/female roles, and other issues. A summary of this data is shared with volunteers to give them an idea of the diversity of student experiences.

- Timeliness of Training. The importance of scheduling interested volunteers as soon as possible for training was reiterated frequently. Several Chicago community-based organizations share calendars of trainings so that interested volunteers can be promptly trained.

- ESL Literacy. ESL literacy training is an integral component of training for some of the programs that focus on low-level students.

  Case Study:

  At Waubonsee Community College ESL volunteers go through the 15 hours of training in the basic reading program plus an additional ten hours of ESL training.

- ESL Training Topics. Programs vary in the breadth and intensity of training topics covered. Often they include a component in which volunteers are familiarized with the program's instructional and reference materials. There is not a correlation between the training topics in programs using a classrooms versus a one-on-one tutoring model.

- Acculturation Concepts. Program philosophies place different degrees of emphasis on the volunteer learning about and encouraging retention of the students' native culture and the key role of the volunteer as a cultural informant about the "American" culture.

- Experiential Training. Several programs utilize experiential hands-on exercises in tutor training. The most frequently cited activity is teaching a class in a real or imaginary foreign language to help volunteers experience being a language learner.

Case Study:

> At TIA's Centro de Educación y Cultura the training includes a number of learning activities in which volunteers must negotiate a problematic situation together. The training helps volunteers personally experience the cooperative learning and critical thinking activities emphasized in the classroom.

- Support Service Needs. While no programs require volunteers to assist students with non-literacy needs, common support services needs are often referenced in the training session because so many students are vulnerable to a host of problems due to their limited English skills, lack of "American" cultural information, minimal economic resources, etc.. Some programs maintain referral lists of services to which volunteers have access. Many community-based organizations offer a number of services relevant to the student population in-house, and some have caseworkers or other staff on site who speak the students' native language. Some volunteers become personal advocates for their students.

Case Studies:

> One volunteer helped a student's husband file in small claims court against an insurer who did not want to pay for damage to his car. They won! (phone interview with Hope Kellerman, Elgin Literacy Volunteers of America, 6/30/94).
>
> At TIA's Centro de Educación y Cultura common support service needs and neighborhood resources are incorporated into the life skills oriented curriculum so that students can address their needs independently.

- ESL Trainer. Many programs have specialized in-house ESL tutor trainers. Some hire part-time consultants to give training. In Chicago, programs without in-house training capacity send volunteers to centers inclose proximity.

PLACEMENT OF VOLUNTEERS

- Matching Volunteers and Students. One-on-one and small group tutoring programs often have internal systems for matching volunteers and students. The preeminent issue in matching is availability. Other commonly mentioned issues are the volunteer and students' age, sex, preference for learning style, education level, and the volunteer's ability to meet the student's self-identified learning goals.

Case Study:

> At the Elgin YWCA the 11 to 17 year old volunteers with the family literacy program chose the age group they want to work with. Some prefer to work with children close to their own age while other prefer infants.

- Small Groups. Some organizations believe small groups are important to serve the great numbers of students in need. Others emphasize the effectiveness of small groups with ESL students, especially when they were beyond the beginning level. Small groups are commonly used for conversation practice. They "add greater interest because of the social component...they are less boring for repetition activities...You can play a variety of games in small groups" (personal interview with Bonnie Arbuthnot, Albany Park Community Center, 6/10/94). Small group concerns include scheduling at a mutually compatible time for participants and the volunteer leader and selecting participants who work well together. Some volunteers are at least initially hesitant to work with group. Programs that offer only small group and classroom instruction cited no such difficulty.

- Frequency of Service. Programs with one-on-one tutoring programs generally ask volunteers to donate one to two hours per week. Small group and classroom sites request more time, generally one or two class sessions of two to three hours. Oakton Community College's VITA program has most daytime and many evening volunteers work two sessions of two hours and forty five minutes per week. This is the longest time commitment request of any program visited. Caution was exercised in this area by one administrator, "We are hesitant to have volunteers take on more than one class session per week unless they are really able to handle it. We don't want our volunteers to burn-out and leave us prematurely" (Vandenberg, 5/3/94).

Case Study:

> Centro Romero has both regular volunteers and substitute volunteers. Recognizing that volunteers are more apt to miss their time slot than professional staff, each volunteer is assigned substitute volunteers as replacements during absences. This arrangement also meets the needs of volunteers who want to tutor, but whose schedules do not permit a regular weekly commitment.

MANAGEMENT OF VOLUNTEERS

- **On Site Monitoring of Tutors.** The primary benefit cited to on-site tutoring is the capacity to monitor tutoring sessions. The program administrator can monitor volunteer performance and identify any special volunteer or learner needs. Problematic issues can be addressed quickly and efficiently. At some sites, volunteers log in their progress after each tutoring session.

- **Off-Site Monitoring of Tutors.** Programs with off-site tutors generally schedule a personal or telephone meeting at a predetermined interval after the initial training and the commencement of tutoring sessions. After this meeting, the administrator generally contacts the volunteers on a regular, but less frequent basis. Several programs have cut back on their monitoring calls because of decreased funding levels.

- **ESL Teacher as Volunteer Facilitator.** At two programs visited professional instructors supervise small instructional groups led by volunteers.

  Case Studies:

  > At Oakton Community College's VITA program, the ESL instructor job description lists supervising volunteers as a regular responsibility. ESL teachers are encouraged to attend ESL volunteer training sessions. Each instructional site has a lead teacher liaison who trains teachers in how to use volunteers and also addresses on-site volunteer issues. The volunteers generally meet with the instructor for a half hour during break or at the end of the class sessions to discuss their progress and specific concerns. Workshops with instructors and their volunteers are also scheduled at regular intervals to more comprehensively address issues raised in the classroom.
  >
  > At TIA's Centro de Educación y Cultura, volunteers facilitate or co-facilitate small groups utilizing a common program curriculum guide. The volunteer facilitator/instructor monitors the groups suggesting instructional activities, modeling teaching techniques, and translating for students when necessary. At the end of each three hour class session, the facilitator meets with the volunteers for a "wrap-up session" to evaluate the progress of the class taught and to prepare for the coming week's lesson.

- **Inservices and Linkage to Literacy Resources.** Inservice workshops and referral to area literacy workshops and conferences are offered by all programs visited. Inservice topics included those selected by the volunteers, topics that staff notice as recurrent tutor needs, and programs offered free of charge by outside trainers or volunteers with a particular area of expertise. Topics vary widely: computers in ESL instruction, English pronunciation, the political situation in Cambodia, teaching telephone skills, etc. The level of interest and attendance at inservice activities varies widely. Some programs report consistently high attendance while others expressed difficulty in recruiting volunteers to inservice workshops.

CURRICULUM AND MATERIALS

- Customized ESL Curriculum. In many one-on-one and small group tutoring programs, the volunteer coordinator works with the tutor to develop an individualized educational program that meets the student's self-identified needs.

- Standardized ESL Curriculum. Volunteers in the classroom generally follow the standardized curriculum used by the rest of the class. The tutor may help students catch up on materials covered at a previous session, or give special attention to a student experiencing difficulty with a particular concept.

Case Study:

TIA's Centro de Educación y Cultura's standardized curriculum includes daily lesson guides at four proficiency levels that allow flexibility for customization to student needs. Each volunteer receives a lesson guide one week in advance that lists key competencies, sample dialogue, grammar points, suggested activities, cultural issues, vocabulary and suggested instructional and reference materials. The volunteer facilitator trains volunteers to develop lesson plans based on the standardized lesson guide.

- Grammar-based Volunteer ESL Curriculum. At the Polish Welfare Association volunteers are encouraged to follow a grammar-based model as most Polish immigrants can readily transfer their knowledge of Polish grammar into English.

- Tutor Resources. A number of volunteer programs have on-site libraries of reference materials often available for tutors to check-out.

Case Studies:

The ESL Coordinator at Literacy Chicago maintains a cart of resources, Creative Activities And Resources for Tutors, which can be wheeled around to tutoring booths for volunteers to select materials.

The Cambodian Association of Illinois has developed a special collection of culturally appropriate reading materials including Cambodian folk tales.

VOLUNTEER RETENTION

- Difficulties Cited. Programming with volunteers as opposed to professional staff, sometimes creates problems in maintaining a consistent level of service. Tutoring often takes second place if the volunteer gets busy at work or school. Sometimes a tutor might miss several weeks during a busy time.

- Special Cultural Activities. Many ESL programs have cultural celebrations in which students and volunteers share their traditions including food, crafts, and song at end-of term parties, holiday celebrations, and fundraising activities.

  Case Studies:

  Waubonsee Community College has a Cinco de Mayo party.

  At TIA's Centro de Educación y Cultura the volunteers host a Thanksgiving party with traditional "American"activities while the students host a December holiday party in which they share their diverse Latin American Christmas traditions.

- A Success Story. Oakton Community College's VITA program has 88 volunteers with five plus years of services.

- Volunteer Recognition. All programs visited have an annual volunteer recognition event. Volunteers are also recognized via newsletters, seasonal letters, thank you letters and cards (See Appendix C).

- Standardized Assessments. Most programs use a standardized assessment instrument to meet funder guidelines. Programs with ISBE funding use the state-mandated CELSA. Some programs use separate tests to measure oral and literacy skills.

- Measuring Progress Related to Goals. Some programs have volunteers report anecdotal information on student progress related to goals. Examples might include taking public transportation to an unfamiliar location, obtaining a job promotion or reading instructions on a medicine prescription.

VOLUNTEER SATISFACTION/IMPACT OF VOLUNTEERING

- Cross-Cultural Understanding. "I find the differences more exciting and exhilarating than strange" (telephone interview with ESL volunteer Judy Bean, Elgin LVA, 6/22/94). "Tutoring has forced me to confront my biases...I was raised to honor and respect the rules. Honesty ad respecting authority were very important. For may Mexican students it's different. In Mexico they bribe the police...One of my students has a relative here who is illegal. Her visa expired...I don't condone it, but I understand" (telephone interview with ESL volunteer Hope Kellerman, Elgin LVA, 6/30/94). "There's a Spanish dance club down the block. I used to see people all decked out going there and think, 'Who are these people?' Now I know" (personal interview with ESL volunteer Bill Teasdale, Centro de Educación y Cultura, 7/1/94).

- Educational Understanding. "Volunteering makes you realize things you have taken for granted. For people from rural areas with things in Chicago are really foreign...I never understood why people didn't go to school...They look at things completely differently" (Personal interview with ESL volunteer Jim Montes, Centro Romero, 6/20/.94). "People with lite education are still human. The only difference is that I can read...I can appreciate how hard it is to get educated. I too struggled to get my education...I love to watch people learn to read" (personal interview with ESL volunteer Bruno Bartozek, Waubonsee Community College, 6/1/94).

- Economic Resources Understanding. "[Volunteering] has helped me to appreciate my standard of living. We're not wealthy, but since I've come to know how my students live, I am more appreciative of what I have" (Bean, 6/30/94).

- Appreciation. "The students are dying for us to help them... to hear what we have to say" (Teasdale, 7/1/94),

- Social Involvement. "My volunteering has brought to life for me the obstacles our students live with. Hopefully as a result of it, I will become more politically involved in immigrant issues...Immigrants get a bad rap...I want to read more about it. These are things our grandparents or great grandparents went through" (Teasdale, 7/1/94).

- Being an ESL Volunteer. "I don't thinks it's necessary to have professional ESL training to teach ESL. If you have good English, and you can help explain the rudimentaries, you can teach. It's also not necessary to know the finer points of English grammar. You will learn as you go along. They [the Cambodian Association] will give you the training. The important thing is a willingness to help" (telephone interview with ESL volunteer Charles Nagawa, Cambodian Association, 7/9/94).

- Other Benefits to Volunteering. "Volunteering I feel better about myself" (bean, 6/22/94). "It's definitely a two-way street. I'm learning at least as much from them as they are from me...I like working with people who are trying to improve themselves...become independent...help introduce to the American wy of life (Nagawa, 7/9/94).

- **Frustrations.** One volunteer expressed her difficulty in working with a student whose husband did not allow her to consistently attend tutoring sessions. Another expressed frustration at being asked to teach prior training because a volunteer was absent.

ESL STUDENT SATISFACTION WITH VOLUNTEERS

"My teacher is also my friend."

"I can't believe that y teacher doesn't get paid. She wants to be with me."

"All of my teachers are good. It doesn't matter that they are volunteers. They are good."

PART IV:

VOLUNTEER ESL LITERACY RECOMMENDATIONS

The literature review, survey and program interviews provided information on a variety of strategies and programs that include the use of volunteers in the teaching of ESL. Examples of innovative techniques and dedicated staff and volunteers were revealed during this process. However, the adult literacy system would benefit from additional research concerning the effectiveness of various techniques and sharing of information and best practices across programs. This section addresses key issues and outstanding questions. It also suggests ideas and solutions for discussion.

1. DEFINE EFFECTIVE ROLES FOR VOLUNTEERS WITHIN THE ESL DELIVERY SYSTEM

Volunteers are used to fulfill a plethora of instructional roles within the ESL delivery system. Lacking, is a comprehensive assessment of the roles in which ESL literacy volunteers are most effective in meeting learning needs. This information is essential for the continued growth and improvement of services.

For example, many programs use volunteers to work with those students in greatest need--low literacy beginning students. It has not been demonstrated, however, whether volunteers can more effectively serve this student profile than those with higher levels of literacy. Can volunteers supplant volunteer instruction, especially for those most in need, or is it most effective as a complement to professional instruction? What degree of intensity (hours per week) of tutoring is required to increase proficiency levels in one-on-one tutoring programs? What mode of volunteer instruction (one-on-one or small group) is most effective with low level ESL learners? Are volunteers the most cost-effective way to reach the low level learner or is it more economical to increase ESL literacy and/or native language programming?

Many programs use volunteers to fill needs not being met by the delivery system, but it is unclear if the most effective response is to recruit and train volunteers or to change the focus of the delivery system. This needs to be examined within the wide variation in cost per student in volunteer programs.

2. PROVIDE TECHNICAL ASSISTANCE FOR ESL TUTOR TRAINING AND PROMOTE COORDINATED TRAINING PROGRAMS

There is a need for programs to develop initial and ongoing ESL literacy training that correlate with the goals of the volunteer literacy programming. The statewide adult education service centers can offer technical assistance in the formulation of such training programs that reflect current research and "best practices". They can also offer train-the trainer programs to develop internal expertise.

In addition, current training coordination efforts should be expanded. Training programs within close proximity that share a similar focus should be encouraged to offer joint training programs.

3. PROVIDE RESOURCES TO DEVELOP REGIONAL ESL LITERACY VOLUNTEER RECRUITMENT CAMPAIGNS

Many ESL literacy programs are struggling in their recruitment of volunteers; an effort that is exacerbated by the present anti-immigrant climate. There is a need for a coordinated recruitment campaign to reach ESL volunteers that is qualitatively different than that for ABE volunteers. The message must explain the unique aspects of ESL--i.e. that it incorporates listening, speaking, and culture in addition to reading and writing. It must reach potential voluneers that meet the profile of many currently involved in ESL (those with linguistic of cross-cultural experience or interest, children of immigrants, social commitment, etc.), and also address the concerns of those that might be leery of working with immigrants because of perceived linguistic difficulties and/or a focus on helping "Americans". A coordinated ESL recruitment campaign can be more far reaching than local efforts, and it can also bolster community focused outreach efforts.

4. PROMOTE VOLUNTEER ESL PROGRAM QUALITY PRACTICES

ESL volunteerism shares many common features with the volutneer literacy and ESL fields. Currently there are few forums to share or promote promising practices within the intersection of these two fields. Numerous innovative approaches tó using volunteers were identified through this study that are not widely known. Provider groups in ESL, volunteerism, and ESL/ABE ought to be encouraged to share effective practices in meetings at conferences, and via newsletters, E-mail, etc. Programs should also be encouraged to visit one another.

5. DEVELOP ASSESSMENT INSTRUMENTS LINKED TO PROJECT GOALS AND VOLUNTEERISM LOGISTICS THAT MEASURE SUCCESS IN ACCOMPLISHING PROGRAM GOALS

Evaluation of learner progress is an area of difficulty in many ESL programs. Volunteers instruction compounds the problem as those who provide instruction rarely have the expertise to administer or evaluate many standardized or alternative assessment instruments. As a result, most programs follow the minimum funder guidelines regarding testing. Generally a pre-test and a twice yearly post-test are administered by professional staff or volunteers. Rarely do these instrument measure what is actually being taught, especially in those programs where volunteers develop a customized curriculum to meet the special needs of the learner or where a volunteer addresses uneven skill level. For example, a highly literate learner with a need to develop listening and speaking skills may show no progress on a standardized test that measures reading and writing skills.

6. EVALUATE AND DISSEMINATE STRATEGIES FOR MANAGING VOLUNTEERS

Programs use a variety of strategies to manage volunteers. There is a need to evaluate the effectiveness of these strategies under varying working conditions. How much supervision of volunteers is optimal and under what conditions? How do we monitor quality instruction under volunteers? Is learner assessment sufficient to evaluate the quality of instruction? What level of structure is minimally required for an effective volunteer program? Are volunteer instructors skilled enough to develop their own customized curriculum? Can volunteers self-identify their problems? Do the benefits outweigh the drawbacks of off-site volunteer instruction? What kinds of retention strategies work best with different volunteer profiles? What management strategies are most effective with minimal administrative funding?

7. BROADEN GOALS OF VOLUNTEER PROGRAMS

ESL volunteers serve multiple roles in the acculturation of immigrants. They teach reading, writing, listening, speaking, life skills and cross-cultural issues. Often they advocate for their students or teach them how to advocate for themselves. Perhaps the goals of volutneer programs should be broadened to include these diverse needs being addressed.

8. COORDINATE VOLUNTEER LITERACY SERVICES FUNDING AND SUPPORT BY THE ILLINOIS STATE BOARD OF EDUCATION ADULT EDUCATION AND LITERACY SECTION AND THE SECRETARY OF STATE LITERACY OFFICE

The two major funders of volunteer programs in the state of Illinois can more effectively meet the needs of their constituencies through closer coordination in setting qualitative and quantitative standards for funding levels, providing technical assistance, and in the promotion of exemplary program practices. Through coordination, volunteer literacy initiatives can more effectively meet the booming demand for ESL literacy services.

APPENDIX A: SURVEY RESULTS

1. Describe the host organization of the ESL volunteer literacy program:

literacy specific organization	6
attached administratively to a larger, different kind of organization	15
part of a larger regional network of literacy programs	2
community-based organization	13
*Other	0

*If other, please explain: Adult Ed. Program, Community College based

Seven organizations identified in multiple categories. The respondents included community colleges, multiethnic and specifically ethnic identified community-based organizations, established literacy organizations, e.g. Literacy Volunteers of America, and social service agencies.

2. How many years has your organization existed?

less than one year	0	three to five years	1
one to three years	0	five to ten years	3
more than ten years	20		

The majority of organizations that responded (83%) were well-established with more than ten years of operations.

3. How many years has your volunteer program existed?

less than one year	0	three to five years	2
one to three years	1	five to ten years	15
more than ten years	6		

4. How does the ESL literacy program relate to the mission of your organization?

- **A central component of adult education adjustment project.**
- **We serve all students in [...] County who are in need of basic skills and/or GED study.**
- **As an important part of adult literacy.**
- **Giving community service and aiding people in transition.**
- **It is our mission to provide unique opportunities for individuals to achieve their goals in literacy by providing ESL tutoring in both one-on-one and small group situations. We help language minority students achieve their goals.**
- **It serves the community which is heavily populated by immigrants.**

- As a whole, our literacy program relates to our organization's mission by providing additional educational opportunities for individuals in need and by promoting further education and/or training.
- We all strive to empower and stabilize the community.
- It is a very integral part.
- Our mission is to serve adult learners in the communities of northwestern Illinois-ESL students are representative of the diversity of students we attempt to serve in our program.
- Mission: Reading instruction through volunteers: ESL is about 33% of our work.
- A step in adult education.
- Empowerment of the poor and improving life of the client.
- "Strengthened by diversity, the YWCA draws together members who strive to create opportunities for...growth, leadership, and power in order to attain a common vision: peace, justice, and dignity for all people."
- Tutors support the mission of [...] Community College to serve the individual needs of adult learners.
- We're a community organization.
- Our mission is to provide complete literacy services: reading, writing, ESL and Math.
- To help reach the goal of self-sufficiency for [...] refugees.
- Provides service to adults in need of basic skills instruction.
- Our mission is to prepare adult and families for self-sufficiency.

5. What is the organizational relationship between the host organization and the ESL volunteer literacy program?

Most of the programs (55%) described themselves as part of the adult education department of the agency. Twenty two percent of the programs described the host organization as the fiscal agent. One program described themselves as part of the larger agency's plan for economic development. Another described the organization as a source of students and office space. This question was worded to generally to get comparable responses.

VOLUNTEER PROFILE

6. What were the demographics of your volunteers in the past fiscal year? (estimate percentage)

18-29	22% avg/17% mean	male	23% avg/22% mean	White	79% avg/91% mean
30-40	25% avg/20% mean	female	67% avg/75% mean	African Am.	4% avg/1% mean

40-50 **25% avg/20% mean**		Asian **3% avg/0% mean**
50-up **26% avg/20% mean**		Latino **9% avg/1% mean**
		*Other **.5% avg/0% mean**

7. What percentage of volunteers are from the community in which the program is located?

The majority of programs (59.8% avg/50% median) stated that their volunteers were from the community in which the program is located. The responses lack validity as the respondents were unsure how to define "community". One stated "broadly speaking", another "not neighborhood". Eight programs stated that 95% of more of their volunteers were from the "community". In programs such as "Literacy Chicago" in which most students and tutors meet at the organization centrally located downtown Chicago office, this questions is particularly difficult to interpret.

8. How many ESL volunteers did you have in the past fiscal year?

The numbers of ESL volunteers ranged widely from a low of two to a high of 525. The average was 87 and the mean 50.

9. How many hours per week on average did each volunteer work?

This ranged from one to six hours with an average of three and a mean of two hours.

10. Approximately how many volunteer hours are contributed per week?

The responses ranged from eight to 2635 with an average of 250 hours and a mean of 50 hours.

11. What was the average length of service of volunteers?

Responses ranged from six months to four years. The average was 1.9 years and the mean 1.6 years.

12. Are volunteers required to commit a minimum length of service. If so, how long?

Eight programs had no minimum service requirement. Other programs required between 2.5 months and one year of service. (In program visits a number of administrators shared that a number of volunteers do not actually stay for the minimum length of service requested). The average among these programs was seven months and the mean six months. Two programs required volunteers to work a minimum number of hours; one required 50 and the other 400.

13. Please list unique characteristics about your volunteers?

- traveled or lived abroad
- studied a foreign language
- college educated or post college
- strong interest in other cultures or in particular culture of learners
- interest in ESL as possible career
- have a GED or more
- from all walks of life

- friendly, kind, patient, encouraging, flexible
- care for learners
- some are gaining experience for teaching jobs and/or the Peace Corp
- over 50% have full-time jobs
- involved in community, schools
- many employed in service type professions
- many retired teachers and other retirees
- young professionals
- very committed
- want to make a difference
- want direct contact with learners and learner culture

ESL LEARNER PROFILE

14. What were the demographics of your ESL learners during the past fiscal year? (estimate percentage)

18-29	33% avg/39% mean	male	39% avg/40% mean	White	10% avg/1% mean
30-40	40% avg/40% mean	female	52% avg/55% mean	African	5% avg/0% mean
40-50	17% avg/17% mean			Asian	43% avg/27% mean
50-up	7% avg/3% mean			Latino	68% avg/30% mean
				Other	2% avg/0 mean

*Specify Ethnicity

Polish, Russian, Ukrainian, Greek, Middle Eastern, Indian, Eastern European

15. Is the profile of learners different from those served by volunteers?

YES 68%	NO 32%

16. How many ESL learners did you serve with volunteers in the past fiscal year?

The numbers served ranged from a low of four to a high of 1800. The average number served was 231 and the mean was 121.

17. How many ESL learners did you serve in total in the past fiscal year?

The numbers served ranged from a low of four to a high of 3100. The average number served was 386 and the mean was 163.

18. How many hours per week on average did learners attend volunteer-based ESL instruction over the past fiscal year?

The hours per week ranged from one to 15. The average was four hours and the mean was 2.5 hours.

19. How many hours per week on average did learners attend all ESL instruction offered to learners in the past fiscal year?

The numbers ranged from a low of one to a high of 20. The average number of hours per week was six and the mean was five.

20. What is the average length of stay/retention rate of ESL students in the past fiscal year?

The responses to this number were difficult to calculate as the respondents utilized different terms. Some used a length of time, others used a percentage and still others used both. One program specified the different retention rates for professionals versus volunteers: 10 months for professionals and eight months for volunteers. Another specified in percentages 27% for small groups and 33% for one on one. Fourteen programs responded with a specific length of time: the low was two months and the high was three and a half years. The latter program served a four students per year. The average length of stay was 9.5 months while the mean was six months.

21. How many volunteers did you recruit in the past fiscal year?

The low was three and the high was 326. The average number was 70 and the mean was 38.

22. What recruitment strategies did you use?

PSAs	62%	Press Releases	71%	Program Brochure	81%
Program Poster	71%	Religious Organization	76%	Other Volunteers	90%
Word of Mouth 76%		Public Speaking	67%	Community Events	71%

Programs used multiple recruitment strategies. Other volunteers and program brochure were the methods most commonly used by programs.

23. What strategies have you found to be most effective?

- **Word of Mouth by staff and volunteers of program and agency at large (39%)**
- **Radio and TV PSAs (28%)**

- Public Speaking (22%)
- Press Releases (22%)
- Community Events (6%)
- Posters (6%)
- Ads in Free Newspaper (6%)
- United Way Opportunity Listings in the paper (6%)
- Announcements in church brochures (6%)
- Cable T.V. (6%)
- Religious Organizations (6%)
- College and Coffee Shop Bulletin Boards (6%)

Word-of-mouth was cited as the most effective method of recruitment.

24. Were volunteers meeting a certain profile targeted?

YES 32%	NO 68%

25. If so, what profiles were targeted?

This question seemed to confuse most respondents.

- Community-based Latinos.

26. What strategies were used to reach them?

- All of the above, plus college fairs
- Church-based outreach

27. What initial reasons do volunteers cite for wanting to volunteer with your program?

- Give something to community
- Cultural Opportunity
- They want to help
- They enjoy teaching
- Would like to help individuals in their communities
- Love reading-want to share skill

- Helping others-an interest in other cultures
- Help others feel good about what they do
- To help others directly
- To help others adjust to our culture; to give back to the community
- It helps learners advance themselves
- To help others less fortunate
- To learn about another culture
- To practice teaching ESL
- In ESL, many are seeking training and tutoring experience in preparation to teach abroad.
- A change in their lives, retired, more time to volunteer
- Liking people and wanting to help them
- Lessen literacy problem
- Learning about other countries
- They have some time, and would like to help someone
- Career possibility
- Empathy for those who can't read well

VOLUNTEER TRAINING PROGRAM

28. How many volunteers did you train during the past fiscal year?

The number ranged from a low of three to a high of 225. The average was 50 and the mean was 30.

29. Is volunteer ESL training mandatory?

YES 78%	NO 22%

30. Do you use:

outside trainers 0%	internal trainers 71%	both 29%

31. Number of hours of initial volunteer ESL pedagogical training

The numbers ranged from two to 18. The average was 10 hours and the mean was 12.

32. Number of hours practicum (practice teaching and/or teacher observation)

Twelve programs responded that they do not have a practicum as part of their training program. The length for those programs offering a practicum ranged from two to 15 hours. Two programs responded with a range of hours (four to twelve) followed by" as needed for the volunteer to acquire proficiency". One program responded that is was not applicable as the volunteers worked under the guidance of an ESL instructor.

33. Topics covered in ESL volunteer training:

Lesson Planning	86%	Teaching Listening	67%
Adult Learner Profile	86%	Teaching Speaking	67%
Teaching Pronunciation	57%	Program Mission/Philosophy	67%
Student Profile	71%	Record Keeping	71%
Teaching Reading	76%	Teaching Grammar	38%
Using an ESL Textbook	52%	Teaching Writing	52%
Student Placement	33%	Teacher Generated Material	71%
Problem-Solving	38%	ESL Methodologies	67%
Political Action	5%	Progress Testing	57%
Multilevel Classes	29%		

Other:

- **Using a positive approach at all times**
- **Basic word perfect/computer use**
- **Trained for Spanish literacy only**

Adult Learner Profile and Lesson Planning are the most consistently covered topics.

34. Are ongoing training opportunities available?

YES 100%	NO 0%

REQUIRED 0%	OPTIONAL 100%

Describe.

- **On site in-services, local conferences and workshops**

- Initial training required; other training encouraged
- Twelve hours of initial and advanced training are required. Additional hours are optional.
- There are workshops at least three times a year.
- Other agency training/working with Literacy Council and ongoing training with staff.
- Quarterly in-service workshops, individual consultations as needed.
- Bi-monthly in-service sessions are offered.
- In conjunction with two other Latino community based organizations.

35. Are there changes/modifications you are considering in the ESL volunteer training program? Describe.

- Yes, always revising to reflect current ideas on research
- Emphasis on more workshop attendance; outside trainer for biliteracy tutors
- Hoping to get an ESL specialist through an LSCA grant for FY 95.
- We plan to provide ESL volunteer training in the future.
- Additional training for ESL tutors is needed.
- Contingency plan for volunteers with limited time who can't make regularly scheduled workshops.
- Adding more grammar information, using overheads and video.
- We are planning to revise our training manual.
- The program is in a state of constant flux.
- Developing activity packages for different levels of learners and will hopefully train volunteers to use a variety of activities.
- More observations of veteran teachers.
- We are always adapting trainings to meet the tutors'/students' needs.
- Currently, we feel that we need to add more information on working with higher level students.
- More training, especially on ESL methods.

VOLUNTEER PROGRAMMATIC STRUCTURE

36. Please check all that apply.

Volunteers serve as adjunct to instructors	59%
Volunteers work with small groups	77%
Volunteers work one-on-one at program site	82%
Volunteers work one-on-one at non-program site*	57%

*Please identify:

student house, neighborhood library. churches, classrooms, community centers, workplaces, correctional facilities, nursing homes.

37. What kind of supervision do volunteers receive after their initial training?

- **Personal Contact**
- **Monthly tutor reports**
- **Regular in-service training opportunities**
- **Ongoing support**
- **Consultations**
- **In ESL classes, supervise/guided by instructors**
- **One:one supervised guided by coordinator at program site**
- **Yearly visit and as requested**
- **Classroom teachers supervise tutors with help of literacy coordinator**
- **Class observation**
- **Monthly meeting**
- **They are called quarterly**
- **The field advisor makes monthly contact for the first three months and makes a field visit every six months thereafter.**
- **They get checked on once in a while.**
- **Volunteers work under the direction of an on-site teacher.**
- **Continuous informal**
- **Meetings and Workshops**
- **Routine monthly reports**

- Phone contact and follow-up as needed.
- A literacy coordinator or site representative directs the tutors' work.
- Monthly phone calls from coordinator/trainer.
- In-class teacher supervision.
- Supervised by the lead teacher.
- None
- On-site volunteer facilitator monitors and coaches as needed. Fifteen minute wrap-up meeting following each session.
- In homes, supervision by follow-up phone calls each month after initial supervised visit.
- We used to require a post-training consultation with staff 5-10 weeks after tutoring began. Stopped for lack of staff time.

38. What is the relationship between volunteers and professional instructional and administrative staff?

- Volunteers assist and substitute for one professional teacher, and they are supervised and trained by the teacher and a volunteer coordinator.
- There is a close relationship with tutors who are on-site, but usually there is a very tenuous relationship with off-site tutors. We try to call them regularly and keep them updated by mail.
- Staff and administration are resource persons and observers. They provide answer to queries as well as guided improvement to class methodologies.
- Additional training and professional help is available at all times.
- Volunteers work with small groups of students under the direction of the instructor.
- Work together.
- Whenever the paid staff comes in contact with volunteers, the relationship is professional and helpful.
- Volunteer is trained by project staff then sent to any of a number of sites to work on-to-one with a student under the direction of a professional literacy person (teacher, etc.)
- Volunteers report to administrative staff and have support contact with literacy representative.
- Volunteers work to enhance the teacher's instruction by offering additional practice opportunities.
- Volunteers, professional instructors and administrative staff work closely together to meet the individual and personal needs of learners.
- Volunteers get along with staff members.
- The volunteers are trained by the professional staff who then serve as advisors.
- A very good working relationship. Professional staff help tutors with materials selection. Tutors help

staff with students who have special needs.

- Very close, they are considered friends.
- Instructional and administrative staff highly value the services that the volunteers provide. We couldn't do it without them!
- We train, monitor, and support volunteers in their efforts.
- Businesslike
- Volunteers have a working relationship with both professional instructional and administrative staff. Volunteers working in the classroom receive guidance from instructors and staff.
- It is an open relationship. Volunteers can speak with staff members when they are here for tutoring or via notes, phone calls and appointments.
- Very complex and a little problematic, in other words, would you be thrilled if someone was doing your job with no renumeration?
- Lines of communication are kept open at all times.
- Staff and administration are resource persons and observers. They provide answers to queries as well as guided improvement to class methodologies.
- Volunteers are invited to participate in overall community center planning.

39. In what ways do volunteers participate in programmatic decision-making?

- Through participation in staff/volunteer meetings and through informal input.
- We listen to their opinions and advice as well as their concerns.
- Input is constantly received from volunteers and needs are considered and met when possible.
- Feedback to program coordinators determine skills builders, effect choice of instructional materials, etc.
- Volunteers are surveyed in confidential manner each May. Their suggestions are given to the classroom teachers. In-service workshops, curriculum suggestions, etc. are used for program planning. Their input is sought on a continual, informal basis by teachers and staff.
- During the monthly meetings they phone and give input.
- They and their students choose how the learning process will take place with guidance from professional staff.
- Surveys are sent to them annually to determine in what areas they think need more assistance or training.
- They're able to give comments and new ideas.
- Volunteers participate in on-site meetings, offering suggestions, etc. They also have an opportunity to give written feedback each term.
- Volunteers work with the student, teacher, and literacy coordinators to set goals and determine

materials appropriate.

- They are asked to complete an annual survey about services.
- They choose their assignment. They evaluate the training they received and offer suggestions for change.
- A focus group of volunteers was held recently and some ideas were utilized locally. They don't.
- We have volunteers on our program committee; we survey now and then' we may ask people directly for input.
- Volunteers decide topics for in-service meetings, and sometimes share skills and ideas with each other, and with staff.
- None.

40. Does your program have special activities targeted at retention of volunteers?

YES 84%	NO 16%

Describe.

- Recognition in the form of parties, activities and awards.
- We offer a variety of opportunities for volunteers to participate if not volunteers in class or with a learner, i.e., outreach persons; resource person; publicity; working in our ABE Learning Lab; assisting with training.
- Newsletters, recognition activities, conscious support of tutor.
- We have a newsletter, volunteer appreciation activities, lots of verbal praise! We try to let them know how important they are to us. The teacher and I work hard to provide any materials, supplies, etc. they need.
- A Christmas party and an Appreciation Banquet.
- The Field Services position was created to assist tutors with problems so that they don't become frustrated and drop out. Tutor reunions were also begun for the same purpose.
- Agency has other programs that need volunteers.
- On-site teacher contact; cards sent at holidays; class parties with special thank you given to tutors, etc.
- Continuous interaction with volunteers; continuous demonstration of our need for them and appreciation of them.
- In-service trainings and recognition.
- Regular holiday cultural celebrations; organized volunteer/student recreational activities; involvement in program fundraisers; letters of appreciation with quotes from students; personal thank you letters; student organized farewells.

- Phone calls, monthly reports, recognition banquet, certificate issued upon completion of training.
- All in-services/workshops, meetings, dinners, and telephone consultations are geared to retention of volunteers.
- Training sessions, brunch, phone calls and letters.
- In-service meetings, Tutor newsletter, cultural events, and annual Tutor-Student Banquet. We have also done birthday and thank you cards.

41. Are volunteers formally recognized?

YES 96%	NO 4%

Describe.

- Recognition events
- Certificates of service
- Dinner
- Tutor brunch yearly
- We have a breakfast or luncheon yearly, number of hours they have volunteered is published in newsletter we have given out small recognition tokens, we observe National Volunteer Week, etc.
- A recognition celebration at the end of the fiscal year.
- Awards are given for hours served at the annual appreciation banquet.
- Certificates are awarded at an annual recognition potluck dinner. At Christmas, tutors are given calendar/notebooks.
- We have a student and volunteer recognition pot luck in May; we have an end of the summer sessions gathering for volunteers in July.
- Annual reception with slide show and small gifts.
- Spring recognition banquet. Gifts, certificates for length of service, volunteer newsletters, spotlight on a volunteer.
- The [...] County sponsors an annual volunteer tutor appreciation dinner which [...] bank underwrites.
- At an annual recognition brunch.
- Appreciation dinner each spring.
- Volunteers are recognized at our annual banquet in June each year, and their names are listed in each year's annual report.
- Working volunteers receive a discount card from a local bookstores; volunteers have requested not to be formally recognized.

42. How is your program enhanced by the use of volunteer ESL literacy tutor/teachers?

- Personalized/individual attention, small group learning opportunities.
- People that need instruction get instruction that might not otherwise by possible for them to receive.
- Learners with special needs or who need individualized attention receive assistance.
- Gives instruction to those with uneven skills-reading and writes English but cannot speak or understands and can speak and understand but can't read or write.
- We can reach more people.
- Our students get small group instruction based on their needs and abilities because of our many dedicated volunteers.
- Our program is made possible by volunteer tutors.
- Enable us to serve a small but unique need.
- Volunteers provide additional practice times for students.
- We are better able to meet the individualized needs of the learners, and serve students who enroll later in the term.
- Volunteers are always welcome, volunteers are a big help in our organization/community.
- They are the basis for the program.
- Greater capacity, variety of teaching styles.
- [Our project] is a program for training and placing volunteer tutors. It would not exists if it weren't for the volunteers.
- Tutors work with those students that the classroom teacher cannot reach because of transportation and child care problems job constraints, etc.
- Recruiting volunteers; constituency in attendance.
- They provide added instruction in a multi-level ESL class.
- Home-based volunteers often form strong friendships with their students are able to help with other needs in addition to ESL.
- We are able to meet the needs of a small minority in our community.
- Our entire program is volunteer-based.

43. What are the major challenges to using volunteer ESL literacy tutor/teachers?

- High turnover, recordkeeping, difference in tutoring ability.
- Proper training to work with ESL students.

- Lack of commitment and skills on the part of some volunteers.
- Lack of training. Inconsistent attendance in some cases.
- Recruiting volunteers; consistency in attendance.
- Training tutors in the techniques and philosophy of the program is most difficult.
- Meeting the growing need in our community especially visiting scholars and their families brought in by the university.
- Staff morning classes and reliability on a weekly basis.
- Training and support of tutors continues to be the areas of challenge. Recruitment is also an ongoing concern.
- Working tutors are often delayed at work or have to travel out of town.
- Student attendance.
- Having tutor available when/where student needs are.
- Challenge of adequate training to meet the variety of needs; students need far more instructional hours.
- The matching of the right volunteer with the right student.
- Training and motivation.
- Giving the volunteers confidence that they can teach a non-English speaking adult.
- Volunteers are volunteers. Must be careful with the demands we make.
- Tutors are trained but not professionals. Some tutors are concerned with the commitment to time and not accomplished.
- Supervision of unsalaried workforce, recruitment/retention conundrum.

44. What are the key differences between your programming/training for ESL volunteers versus non-ESL literacy volunteers?

- Our non-ESL volunteers are the primary focus of our work so more resources are reserved for ABE, Literacy and GED.
- Speaking, listening and cultural awareness.
- Most ESL volunteers work in the classroom with an instructor--most also work with different teaching styles depending on the instructor.
- Curriculum used, materials used.
- We have more control over how volunteers are trained. Our teacher are from the ... College.
- We have separate training, manuals, in-services, etc. for these two groups.
- Information is targeted toward second language learners.

- We use ESL training materials and conversational goals.
- The emphasis of methods and materials is different.
- None.
- The ESL training includes cultural sensitivity activities, ESL specific assessment information, ESL specific drills and approaches.
- All language usage is relevant-much more interactive and oral.
- Special training sessions specific to the needs of ESL students and tutors.
- Limited general overview of ESL and materials.
- Additional training for ESL tutors is needed.
- All our volunteers are trained for ESL.
- Same training.
- The ESL tutors are trained to tutor language and life-related skills; they are trained to tutor all language areas (not just reading and writing); they are shown a wide range of materials.

PROGRAM CURRICULUM

45. Describe your program curriculum for volunteer ESL staff.

Follow lesson plan of lead teacher	38%
Use program curriculum	55%
Student-generated curriculum	78%

Other:

- Tutors develop own lesson plans with help from student.
- Volunteer-generated curriculum.
- Tutor prepared lessons and materials.

46. Are your curriculum or instructional materials customized to meet the needs of the volunteer literacy tutor?

YES 60%	NO 40%

Describe.

- We have a "library" of texts, readers, maps, games, etc. for ESL learners at all levels.
- To meet student needs.
- Volunteers can choose from a variety of techniques and materials suggested by the curriculum and the

coordinator.

- Materials are designed for the student.
- Many of the materials have been teacher made specifically for this project.
- [...] offers special training sessions for ESL tutors. The classrooms or site representatives who use these tutors adapt materials for their use.
- Lesson plan is a guide, reference materials listed, staff facilitates lesson activity development.
- We use a text and videos developed by LVA national and have added and deleted to make workshops more in tune with the needs of the tutors.
- Somewhat, but the process remains incomplete.
- I'm not quite sure what you mean--our volunteers are trained with a variety of methods and materials so that they will be able to draw from a variety of methods and materials depending on the needs of the learner(s).
- We have a wide range of materials.
- The tutor may customize materials on their own.
- They are customized for the student.
- We acquire and provide materials as tutors need them.
- To meet both the student's and volunteer's needs/abilities.
- We use both a commercial training manual plus a customized folder of handouts.
- Material is at level of each student.

47. Describe your program methodology or philosophy?

- We strive to help our ESL students meet their own goals, Our focus is on teaching practical life skills more than just grammar.
- To provide direct one-on-one tutoring to adults who wish to improve their reading skills in a free and confidential program.
- Our project is based on the Natural Approach to learning English-we try to provide students with a non-threatening and authentic learning environment, and to plan lessons that are centered on their needs and wants.
- Individual needs and request are the focus. Lesson plans are then developed individually to meet the needs of the students.
- Competency based with a grammar component. Eclectic methods focusing on speaking/listening.
- Learning is developmental, not linear and is the result of students' interaction with a variety of materials not the result of passive listening.
- To meet the adult literacy needs in our community by training and placing ABE/GED/ESL tutors at sites

throughout the area.

- **Learner-centered, cooperative incorporating variety of materials and activities to accommodate learning styles and get students ACTIVE.**
- **Popular education for personal growth and community development modelled on effort throughout Latin America (Paulo Freire/Ira Schor plus)**
- **The program's methodology and philosophy focuses on a whole language, "meaning-making" approach to language learning rather than a more traditional grammar-based approach. A majority of our learners need the English language to function in their communities (rural rather than urban) rather than go on into higher education.**
- **LVA promotes student-centered learning. We encourage our tutors to continually adapt their lesson according to the students' changing needs.**
- **To help the students function in this society**
- **Tutors are used to helping those students with special needs so that every student can reach his or her goal of speaking, reading, writing and understanding English.**
- **We believe in our participants and work with them to overcome their barriers.**
- **Our basic ESL philosophy is that we stress oral communication and life skills needs for our students. Our lessons are fairly individualized.**
- **Do basics first.**
- **Student-centered control of the learning, skills oriented evaluation, open entry, open exit.**
- **The emphasis is on communication in English through education and American experiences offered with patience and encouragement...with recognition of individual capabilities.**
- **We ask volunteers to use a variety of methods in responding to the personal,immediate needs of the learners.**
- **Involving volunteers in community.**

INSTRUCTIONAL FACILITIES

48. Describe your instructional facilities for ESL volunteer tutors/teachers

Classrooms	62%	**Learner home	38%
Tutoring Booths	29%	Offices	24%
*Other	38%		

***Library, community center, churches, storefront**

****Two respondents stated "rarely".**

BUDGET

49. Approximately how much does it cost to operate your ESL program per student?

The responses ranged from $19.66 to $700.00. The average was $268 and the mean was $200. This question was responded to by only 10 programs.

50. From what source does your ESL volunteer program receive funding? Please indicate approximate percentage next to each item.

SOS	61% avg./60% mean
Foundation	13% avg./6% mean
ISBE	52% avg/62% mean
Fees	5% avg
Corporations	3% avg/1% mean
Religious Organization	3% avg/5% mean
Fraternal Organization	4% avg/1.5% mean
Individual Contribution	8% avg/4% mean
Other	17% avg/20% mean

Institutional
Fundraising Events
United Way
Operating Expenses
Public Library Initiative

Ninety percent of the respondents received funding from the Secretary of State Literacy Office. Four programs indicated that they received 100% of their funding from the Secretary of State and ten programs received 50% or more of their funding from this source.

Fifty two percent of the respondents received funding from the Illinois State Board of Education. Two programs received 100% of their funding from this source and a six received 50% or more of their funding from this source.

Nine percent of the respondents received funding from fees.

Thirty eight percent of the respondents received funding from foundations.

Thirty eight percent of the respondents received funding from individual contributions.

Twenty four percent of the respondents received funding from corporations.

Twenty nine percent of the respondents received funding from religious organizations.

Nineteen percent of the programs received funding from fraternal organizations.

Thirty eight percent of the respondents received funding from other sources.

PROGRAM EVALUATION

51. How do you evaluate learner progress?

standardized tests 76%	alternative assessment 62%	*other 24%

*other:

informal assessment by teacher and tutor
teacher evaluation
departmental developed
student interviews
portfolios and teacher evaluations
students files include writing
competencies portfolio
portfolio assessment tutor comments/assessment
teacher evaluation

52. Do you have statistics on learner improvement?

YES 81%	NO 19%

Describe.

- Gains shown on selected test (i.e. SORT, STEL, etc.)
- We keep a student file
- We retest students with the BEST after 45 hours of tutoring.
- Test scores
- Learners are post-tested with CELSA after 17 1/2 hours of instruction
- Students are tested quarterly using the CELSA
- (But not reliable ones)
- The results of the SORT.
- Both through tests and portfolios.
- We have pre/post gain statistics using the SORT, TABE, or CELSA
- Data recorded and student work on file.

- Limited–SORT scores
- Results of standardized testing
- 48 students in our project from 12/92 to 12/93 improved an average of one level.
- Post tests with ESLOA

53. Do you evaluate volunteer progress?

YES 33%	NO 67%

Describe.

- No formal evaluation-built through informal means-phone calls, meetings, observations
- Field visits are made every six months and the ESL advisor discusses professional issues with tutor.
- Regular personal contact with literacy representative or Site Coordinator. Informal evaluation.
- Observations
- Staff discusses facilitation process but not "evaluation"
- Very informally, based mainly on attendance and retention.
- We evaluate our own program informally.
- Teachers and volunteer coordinator discuss when a tutor isn't working out, try to come up with alternatives.
- Progress = talking directions, attendance, communicate
- Yes, during training. No, after except during staff visits during tutoring then informal.

54. Is there a mechanism for volunteers to give feedback to professional instructors/program administration on their progress/needs

YES 89%	NO 11%

Describe.

- Teachers and volunteers talk about their students.
- Not at present, plans for future opportunities
- Field advisor is in contact every month for first three months; every six months thereafter.
- 15 minutes daily meeting after class; on-site availability
- Volunteers are encouraged to meet with or discuss progress or concerns with staff/instructors; an

informal volunteer gathering time is also available every month.

- They may call the staff at any time-they receive a questionnaire quarterly. They are called if they don't return the questionnaire.
- Formal and informal dialogue
- Continuous interaction
- Formal survey, informal on a regular basis by encouraging a receptive atmosphere.
- Not a standardized system, but volunteers can make appointments with staff, call, or drop in for advice.
- Volunteer tutors can give input at any of the workshops/meetings and via the telephone because the coordinator/trainer is always available.
- Tutors complete monthly reports, also do annual survey.
- Questionnaire
- Meetings with program coordinators.
- Volunteers and teachers work closely together. Volunteers have the opportunity to give written feedback each term.
- Volunteers give monthly reports.
- Volunteers can talk with the instructors
- Survey annually and program contact
- Communication is sought through discussions and surveys.
- Individual interaction with teachers

55. Is there a mechanism for students to give feedback to volunteers on their progress/needs?

YES 75%	NO 25%

Describe.

- Monthly meetings with staff
- Again, field visits with students giving them an opportunity to express their feelings and concerns.
- Informally during sessions
- Direct access to program coordinators as requested.
- Learners are encouraged to discuss concerns and needs with both volunteers and/or instructors. Learners also evaluated instructor, class, and materials, every semester with members of ABE

Department

- At the end of class lesson and class activities are discussed
- Survey annually and program contact
- This has never really worked--feedback comes to administrators.
- They may call or visit the staff at any time--There is no formal questionnaire or call.
- Both through discussion and through a needs/wants assessment
- Whenever a student requests material, the literacy project follows through.
- Annual survey
- Just phone calls or appointments if we feel there's a problem
- Questionnaire
- Students are encouraged to be involved in determining their own curriculum.
- Students give feedback to bilingual staff members.
- The can talk with them.
- Literacy ESL learners give verbal and written feedback each term.
- Direct access to program coordinators as requested

56. Is there a mechanism for volunteers to give feedback to each other on their progress/need.

YES 84%	NO 16%

Describe.

- Tutor reunions approximately every six months to discuss experiences.
- Newsletter welcomes exchange of information
- Monthly volunteer meetings
- Fifteen minute daily meeting
- Through volunteer meetings and in-service trainings
- Tutor reunions are held six weeks after training
- When we've held tutor get-togethers, attendance has been very low. Some exchange takes place at in-services.
- We have informal roundtables for the sharing of ideas, conversation, etc.

- Tutor talks, site meetings
- During in-services/workshops, etc.
- Tutor talk-monthly meeting.
- Volunteers meet during class breaks and at site meetings.
- During group training/meeting times
- Periodic tutor "rap" sessions
- Informal gathering of volunteers once a month; special training sessions
- Bi-monthly in-service meetings.
- Tutor meetings to share information/ideas
- They can meet with other volunteers periodically.

57. Describe any special components/unique elements of your ESL volunteer literacy program.

- Open registration, students participation in school operations, community center as well as school
- We set up a Drop-In center at a local church for any ESL student to come for training, conversation groups etc, two nights a week.
- We are one of the few programs offering the in-house initial training.
- Volunteers are trained to provide student directed instruction
- We really try to make people feel worthwhile. They really are the backbone of our program. Also, I think that working in a classroom setting helps lessen burn-out, provides a good atmosphere, etc.
- A conversation group composed of students and tutors has been meeting since 11/93 on a monthly basis.
- We attempt to work on-site;we work with ESL, Spanish bilingual, and Spanish biliteracy; we work with ESL adults and their children.
- Majority of ESL volunteers work in classrooms with ESL instructors as aides.
- Volunteers come together to tutor under the direction of teacher/facilitator. This builds an esprit de corp and sense of community.
- Proximity to Air Force Base is unique. The ESL students have many times lived in American communities for long periods of time and many are married to U.S. servicemen.
- I believe we are the only primarily home-based program in Chicago.
- Some volunteers lead conversation classes-8 weeks, 1 1/2 hours per week. We have a downtown location.

58. Describe special challenges to administering an ESL volunteer literacy program.

- Recruiting tutors to match with students in a timely manner. It is often difficult to find tutors available during the day. Students sometimes wait for several months before being matched.
- The program includes people of many cultures. It is difficult sometimes to address the needs of all the cultures in a group situation.
- Not enough funding, need more staff
- Having to be flexible to accommodate needs of learners, volunteers, and instructors. Working with a predominantly mobile ESL population.
- Wide differences in cultures and levels of instruction with small population and large geographic area.
- Getting testing results. Getting each student tested.
- Recruiting, training, coordinating, and scheduling.
- Addressing the wide range of abilities and the many different attitudes toward education that ESL students bring to the program.
- Difficulty in consistent staffing levels. Inconsistent commitment per volunteer.
- Communicating well with students takes longer. Sometimes have to use translators. Hard to get feedback from students, too. Keeping track of volunteers off-site is a problem, too.
- We never have enough daytime people!! Another big challenge is that volunteers become frustrated and take it personally when students have inconsistent attendance.
- Keeping up with and adequate supporting home volunteers. Attracting and retaining high quality volunteers.
- Need more space and time
- On the contrary, ESL students are reliable and dependable and the easiest to retain.
- Volunteers are sometimes reluctant to accept an ESL student.
- Lack of volunteers-volunteer retention
- It is difficult to provide an adequate level of training for ESL volunteers.
- Managing all the reports and surveys; accommodating personal needs of tutors who have health problems, work schedule conflicts, etc.

59. What changes/modifications have you considered implementing?

- We need to recruit more volunteers and are considering more effective ways of doing so.
- Updating materials, adding staff to handle growing needs, incorporating student and tutor-generated evaluations, developing deposit collections, offering more ESL advanced training workshops for tutors.
- Increased training

- More classroom visits and recruitment of Latino volunteer/aides
- Tutoring by phone--giving students conversation practice. Tutoring hour--allowing students to "drop-in" as needed.
- We feel that our "minority" male Latino students sometimes feel overwhelmed by our large female Asian population. We are trying to think of ways to change the class makeup or of some way to better deal with this.
- Constant attention to student needs and working with volunteers to see students and student culture as equal--intelligent, competent, capable focus on teaching language vs. giving their opinion.
- Finding more neighborhood sites (at churches, clubs, etc.), stepping up our phone contact with volunteers.
- Increased use of computers and other technology to better serve and mange the volunteers.
- We are piloting more small group tutoring situations so that more students can be served more quickly.
- A formal feedback mechanism for students. Forming of support groups for students.
- Expanding student pool and encouraging more student leadership. Finding a way to evaluate volunteer progress.

APPENDIX B: INTERVIEW QUESTIONS

MOTIVATION FOR USE OF VOLUNTEERS:

Why are volunteers included in the program?
Is there a pragmatic motivation (funding shortages, shortage of qualified professional instructors)?
Is there a philosophical/ideological motivation? (e.g. volunteers are less threatening to learners who may have past negative experiences with formal education; volunteers, especially those from local community who "have been there" can relate better to students' lives and develop closer rapport)

PROGRAM VISION/PHILOSOPHY REGARDING VOLUNTEERS:

Is there an articulated rationale or mission statement of the program that discusses the inclusion of the volunteer component?
How does the volunteer component connect to other aspects of the program structure or mission? What is the program structure and organization as it relates to the place of the volunteer.

MANAGEMENT OF VOLUNTEERS:

Is there a full-time coordinator?
Who are the volunteers responsible to?
How are scheduling, attendance, substitutes, etc. dealt with?

RECRUITMENT:

Strategies, organization of recruitment process

VOLUNTEER PROFILE:

What matters in a volunteer?
Who can volunteer?
Who does volunteer?
Incoming qualifications: what is required of volunteers? personal character? knowledge of skills? commitment? philosophical or ideological views? other?

INTAKE PROCEDURES:

How formalized is the process of becoming a volunteer in the program?
Do volunteers sign "contracts" or "agreements" regarding their responsibilities and entitlement as a volunteer?

Is there an assumed or observable positive effect of such formalized commitments?

ORIENTATION:

What is included in an orientation?
Where, when, how often does it take place?
Who conducts it?
Is the volunteer applicant expected to decide whether or not to make a volunteering commitment based on the orientation?
What components of the program are presented? How?

TRAINING: PRE-SERVICE, INSERVICE:

What are features unique to training ESL literacy volunteers?
Is there a concern with the "professionalization" of volunteers? Is this addressed in the training (or other component of the program)?
How much training? Number of hours? What? (pre-service, inservice)
What quality of training? Internal/external trainer?
Are experienced volunteers included on the training staff? If so, in what way?
Training approach? Cookbook? Theory and application included?
Is appropriate instruction modeled for the volunteers? live? on video? experiential versus lecture approach?
Are specific methodologies/materials required or strongly suggested (e.g. LVA/LLA)
Does training include observations? practicum? team teaching?
Does training include any self-observation?
How are cultural dimensions of ESL incorporated into training?
How much time between initial training and start of service?
How much ongoing training? required? optional?
What provisions are made for volunteers to attend other types of training--regional literacy conferences, cultural awareness seminars, etc?
How strongly are volunteers encouraged to seek training and relevant enrichment experiences outside of the minimum training provided by the program?
What are the problems regarding logistics and effectiveness of training?
What is taught in training: Second language acquisition? Adult learner characteristics? (as opposed to child) e.g. psychological, cognitive, etc. Learning styles--visual, auditory, kinesthetic, inductive/deductive, etc. Learner motivation, attitude past experience with formal education
Literacy issues, native versus 2nd language, adult versus child
Teaching methods/approaches (e.g. LEA, TPR, problem-posing)
Specific activities-games, pair work, role plays, minimal pair pronunciation, etc?
Materials development?
Traditional and/or alternative assessment of learner needs: diagnostic/progress/exit?
Record-keeping?
Is ESL literacy training seen as distinct from training for native English literacy? What applications can me made from native English literacy training to ESL?

CURRICULUM AND MATERIALS:

Is there a curriculum specifically geared toward the volunteer?
Is the curriculum tailored to the particular population of learners in the program? TO what extent?
What and how much input do volunteers have in the structuring and revision of curriculum and materials?
What teaching and reference materials are provided for volunteers>
Are they required or encouraged to invest in materials themselves?
What distinguished ESL language and literacy materials from native English material?

PLACEMENT OF VOLUNTEERS:

How are volunteers assigned to a group or individual?
Does the volunteers have a say in the assignment?
What attitude do volunteers express vis a vis assignment to different groups/individuals; do they express preferences for a certain level, age group, male or female, etc?
Do volunteers teach one-on-one, in a small group setting, or a class? Is there a choice?
What determines the instructional configuration--program philosophy (LVA, LLA "one-to-one is the goal), pragmatics of balancing the number of students and volunteer?

MONITORING VOLUNTEER PERFORMANCE:

What mechanisms are there for monitoring the performance of volunteers?
What criteria exist for judging the adequacy of a volunteers' work?
Is there a procedure for dismissal of volunteers? How is that determined?

RETENTION:

What motivates volunteers to continue or drop out?
What is done to minimize attrition? Maintain staff morale?

RECOGNITION:

What are different forms of tangible and intangible recognition?

VOLUNTEER SUPPORT AND FEEDBACK:

What opportunities do volunteers have to interact with each other? Share ideas, problems, successes, needs, etc. Is there a regular gathering of volunteers? Is it required? Is there a sense of community among volunteers? Is this encouraged in tangible ways? How? What mechanisms are there for volunteers to give feedback to the program staff? What types of feedback are requested or given? Leaner problems/progress? Curriculum or materials? Schedules?

VOLUNTEER SATISFACTION:

Is the level of volunteer satisfaction measured? How? When?
What frustrations/dissatisfactions do volunteers experience? How are they dealt with?

EXTRACURRICULAR COMPONENT:

Are volunteers involved in other activities of the program--holiday celebrations, parties, cultural events, etc.?
Do volunteers initiate extracurricular activities? Are volunteers encouraged to contribute/incorporate personal talents, professional (non-teaching) skills, and cultural background into the instructional realm or broader program?

IMPACT OF VOLUNTEERING:

Is information gathered on how the experience of volunteering has changed or affected the world view of volunteers? What have they learned about themselves? Their views/beliefs about learning, culture etc.?

EVALUATION OF LEARNER PROGRESS:

Is it measured? How is it measured? Is it important?
How is progress evaluation used subsequently?
What is the relationship, if any, between volunteer characteristics and degrees of learner progress?

EVALUATION OF ESL VOLUNTEER PROGRAMS:

What formal or informal evaluation is conducted? How often?
What documentation is kept that could be used in a program evaluation?
Is the evaluation conducted internally or by an external evaluators?
What is done with the results of the evaluation? Are changes instituted on the basis of the evaluation? How?
Is volunteer input included in the program evaluation? How?
How is this component being addressed by federally funded programs in light of the requirements of the National Literacy Act of 1991?

APPENDIX C: PROGRAM MATERIALS

Literacy News

February 1994

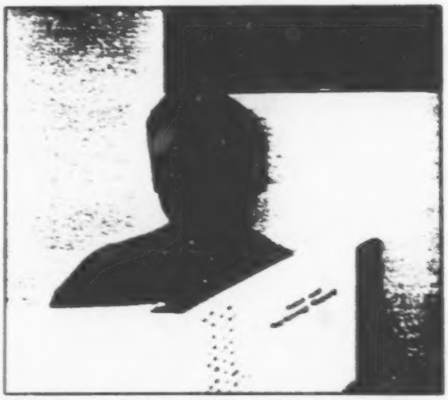
WAUBONSEE COMMUNITY COLLEGE ADULT LITERACY PROJECT

Welcome

Basic Reading Tutors

Jo Aaron
Sandy Schildt
Ann Weber
Lynn Knauf
Barb Aebi
Nancy Cruise
Terry Slaney
Barbara Morgan
Annette Gruskivak
Suzanne Havasi
Carl Baker
Annetta Baker
Janice Jones
Lori Frank
Helen Baker
Andrea Swensen
Lynn Weber
Bente Farrales
Barb Wittman
Susan Foody
Mary Huigens
Audrey Hexdall
Lane Taylor
Philip Nielsen
Judy Mengel
Chris Mengel
Betty Forte

Labor World is new Workplace Partner



Matthew Schubert of Labor World in Aurora.

Literacy has a new workplace literacy endeavor. Labor World on Farnsworth Avenue in Aurora, an agency for temporary industrial personnel, has students from several countries who have been assessed and have now begun tutorials with our trained volunteers. These adults have various reading ability levels so a program of instruction has been designed specifically for each individual by the volunteer.

"In creating a team of this nature, I have found the cooperation of Waubonsee's program has been very beneficial to both my customers and my employees," said Matthew Schubert, owner and manager of Labor World.

This brings the total number of countries represented by our students and volunteers to 26.

We welcome Labor World to our literacy family. ■

Appreciation Banquet

Our volunteers and students will be honored on Thursday, April 21, at our annual banquet. Please join us for a delicious pot luck repast, entertainment and awards ceremony. Our third student of the year award recipient will be honored.

Calendar of Events

Basic Reading Training

Monday & Tuesday, February 7, 8, 14, 15, 21, 22,
6 p.m. to 8:30 p.m., Aurora Campus, Rm. 166;
Monday, Tuesday, Wednesday,
March 22, 23, 24, 29, 30, 31,
9 a.m. to 11:30 a.m., Aurora Campus, Rm. 166.

Dominick's Shop and Share

February 14, 15, 16; March 21, 22, 23
Shop at any Dominick's, present your coupon.
Literacy will receive 7% of the amount spent.

Appreciation Banquet

Thursday, April 21, 6 p.m. to 8 p.m.
Aurora Campus, Rm. 124/125

Waubonsee Community College—Aurora Campus, 5 E. Galena Blvd., Aurora, IL 60506-4178

Tutor Spotlight: Meet Bruno Bartoszek

Bruno Bartoszek (standing) with TESL students at the Aurora Campus.

Imagine a small Polish town called Toporow by the River Styr. Beside it lies the fertile Polish plain where weavers and farmers tend their elaborate trades.

Bronislaw Bartoszek was a high school student when the Russians invaded his homeland and took the family to Siberia. It was February 10, 1940.

"Sometimes we didn't have enough water to boil some to drink," said Bruno. "We lived those two years on bread, tea, Kasha (a kind of millet) and on occasion we had cabbage soup. It was beastly cold there although the barracks were kept at about 60 degrees. We worked hard in a logging camp nearby. The wolves howled and I could even hear the trees and the buildings crack from the frost."

"The Polish government in exile in 1941 agreed in London with the British and the Russians to go shoulder to shoulder against Hitler. It was the time of my release. The head of the secret police (NKVD-KGB) wanted me to work in the education department there so he invited me to tea. The ornate samovar held hot tea. There were cookies also. Think about it—cookies! I asked him instead to stamp my amnesty paper with the infamous triangle of the secret police and I hopped a boxcar that held 83 people."

"En route, west of Afghanistan, my brother and I sold a pair of pants in return for a loaf of bread. Most of that month spent traveling we had no food."

"On February 16, 1942 I joined the Polish army in Russia and saw action in Libya and Italy. Before that I was in Iran, Iraq, Palestine, Egypt and Lebanon," he said.

Bartoszek was also in Monte Cassino for six weeks when the war was raging. The Polish army took Monte Cassino on May 18, 1944.

"Before I left the army, I finished my high school courses. From there I went to England and was an interpreter for the war office for four years, since I speak eight languages."

"I journeyed to America in 1951 and picked Aurora because of its name, location and variety of industry. I worked for the Burlington Railroad for four years, Aurora Pump for seven and I sold Prudential insurance for 22 years," he said.

Bruno says he has visited every country in the world except Australia. Besides being affiliated with the literacy project, he serves on the district committee for the Boy Scouts of America, is a member of seven area historical societies, interprets for both the Kane and Kendall

continued on next page

Applause

Tutor Donna Oleson took her student Cheryl Hooker to Washington, D.C. for four days. They enjoyed the museums, monuments and cultural sights. Cheryl has a keen interest in American history. She also rode her first airplane on this trip, and at the Kennedy Center, saw her first play. What a wonderful opportunity for both tutor and student!

State Report Winners
It is essential that each of our 300 active volunteers return the state report form immediately upon receipt. Last reporting period these tutors received prizes for prompt returns:

1st	*Bruno Bartoszek*
25th	*Melodie Dean*
50th	*Linda Lindemann*
75th	*Jim Shazer*
100th	*Mary Ellen Romine*

Next reporting period will include January, February and March. Expect your state report forms in the mail on about March 10, 1994

New Program...

Five volunteers have begun facilitating a new student advisory group for our adult education students. Helen Baker, Eleanor Johnson, Bruno Bartoszek, Jim Shazer and Deborah Marshall will continue to meet with students in an informal manner to listen, share, direct, teach and support them. There is a morning as well as an evening group so students can be easily accommodated. If you would like your student to join this group, please call us.

...New Project

The West Aurora School District has received a grant from the Aurora Foundation to provide books for Chapter I children and their parents. The WCC Literacy Project will conduct reading circles for the parents and children. As a part of each reading circle session, the parents will be given information about Waubonsee's Adult Education, English as a Second Language and Literacy programs.

Literacy Notes

March Birthdays

These volunteers are celebrating a birthday in March. We wish them a very happy day and a joyous birthday year.

- Myrna Burgos
- Linda Dahlsgaard
- Maria Fisher
- Judy Gonzalez
- Jean Harrison
- Janis Labroo
- Dudley Lusk
- Debbi Michelini
- Carol Modaff
- Janet Plaza
- Hazel Reingardt
- Richard Webb

Tutor Spotlight

(continued from previous page)

county courthouses, and is an Amvets member.

"We are all human beings who have to help each other," Bruno said. "Some people helped me when I needed it and I want to do the same for others. Let's just help each other a little bit. Sometimes just a smile does it. I love my role as a volunteer. The students are so appreciative of what I do. I have a strong faith. I believe that what you give, you get."

Bruno has been a literacy tutor for two years. He volunteers with the Technical English as a Second Language (TESL) program at the Aurora campus. His infectious good humor, his wonderful recollections of Toporow, of the Mongol customs at the collective farms near China, of his Polish military days all enchant his listeners.

He is an extraordinary human being who has been able to transform horrific experiences into mature wisdom. ■

Holiday Festivities

Literacy's seventh annual Christmas party was enjoyed by more than 90 volunteers, their students and guests.

Andrew Barrows was the guest soloist and was accompanied on the piano by Jeffrey Myers.

Desserts were provided by Delta Kappa Gamma members.

The following merchants donated door prizes in the total value of $1,500:

Paramount Arts Centre
Old Second National Bank
Schaefer's Greenhouse
The Williamsburg Restaurant
Fox Valley Symphony
Ace Hardware
Caterpillar Inc.
First Chicago Bank Corp.
Dial Corporation
Paul & Bill's Standard
Michael D's Cookies
Equipto
Joanie's Barber Shop
Edwardo's Pizza
Merchants Bank
WCC Bookstore
West Suburban Bank Corp.
Bev's Hallmark.

WAUBONSEE
COMMUNITY
COLLEGE
Adult Literacy Volunteer Project
Literacy Volunteers of America Affiliate—LVA
5 E. Galena Blvd.
Aurora, IL 60506-4178

Non-Profit Org.
U.S. Postage
PAID
Permit No. 2
Sugar Grove, IL
60554

Apology to Y.W.C.A.

In the November newsletter there was a typographical error in which the Y.M.C.A. was listed as a partner in our Illinois Secretary of State Literacy Grant program with the Aurora Public Library. Our partner in the program is the Y.W.C.A.

Do You Know... These Words?

pinnacle
antiquity
fossilized
aspirated

A Thought

"A clay pot sitting in the sun will always be a clay pot. It has to go through the white heat of the furnace to become porcelain."

—*Mildred Stouven*

In Closing

"The opportunity of life is very precious and it moves very quickly."

—*Dhyani Ywahoo*

Literacy News

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(LVA) Affiliate

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The Literacy News is published twice yearly for the tutors and friends of Waubonsee Community College's Adult Literacy Volunteer Project. Please send your comments and suggestions to Literacy News, Waubonsee Community College, Aurora Campus, 5 E. Galena Blvd., Aurora, IL 60506-4178, or call (708) 892-3334, ext. 106.

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WAUBONSEE COMMUNITY COLLEGE

LITERACY VOLUNTEER PROJECT

VOLUNTEER POSITION DESCRIPTION

TITLE: LITERACY VOLUNTEER (CLASSROOM)

IMMEDIATE SUPERVISOR: CLASSROOM INSTRUCTOR

DUTIES AND RESPONSIBILITIES:

Volunteer for a minimum of one class session per week (2-3 hours.)
Commit to the program for at least six months
Notify instructor prior to any necessary absence
Attend training workshops
Assist teacher as needed in any or all of the following ways:

1. Help students individually as needed by checking completed work; updating lesson plan; reviewing difficult materials; answering questions.
2. Work with a particular student or students selected by the teacher, with a particular content area, such as phonics or oral reading.
3. Assist teacher with occasional administrative tasks (duplicating, record keeping, phone calls, etc.)
4. Assist teacher in occasional testing programs.

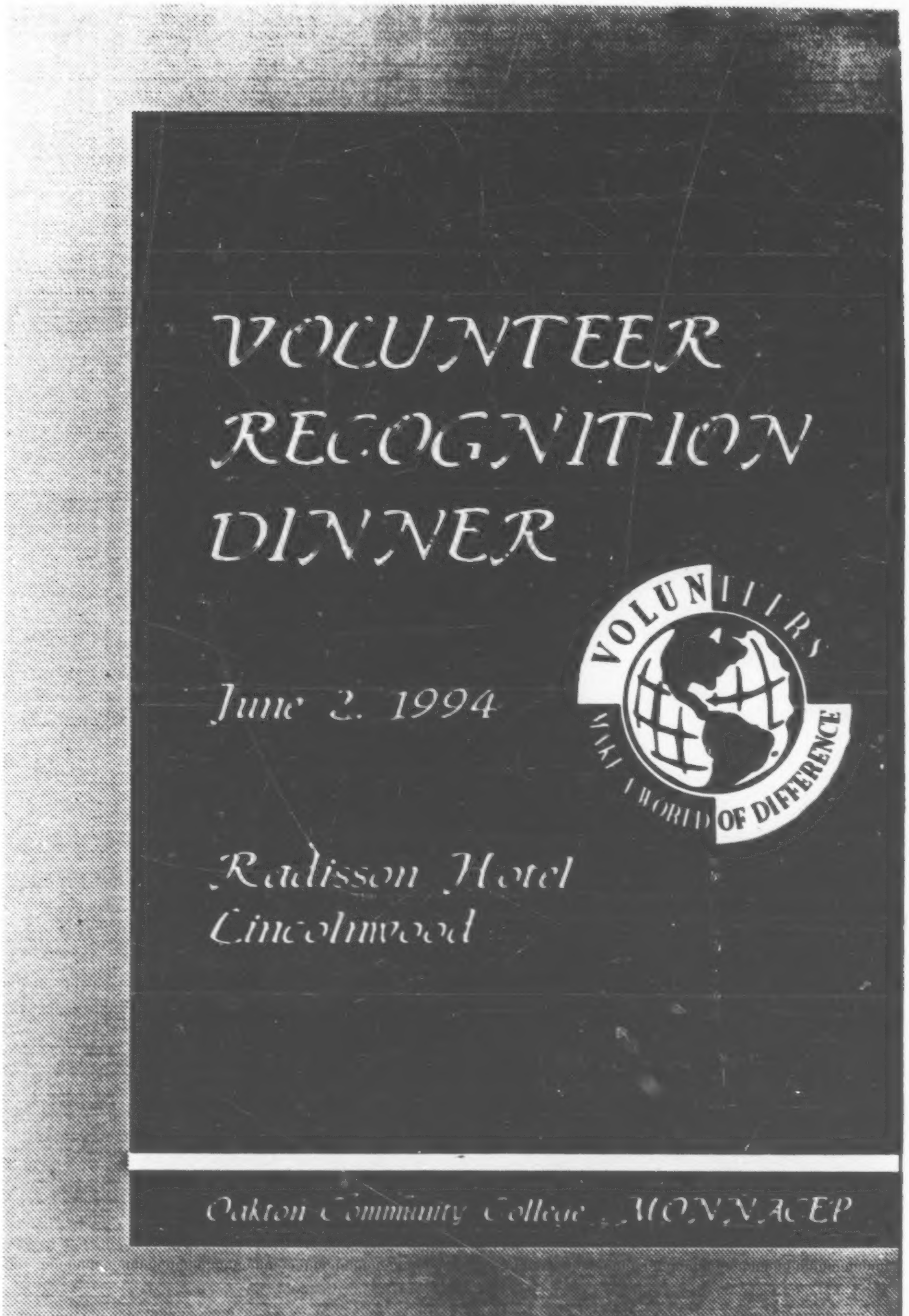
TIME REQUIREMENTS: Minimum 1 class (2-3 hours) per week - time changes can be arranged.

LENGTH OF COMMITMENT: Minimum 6 months

TRAINING: Fifteen hours of training are required before working with students. Training consists of orientation to the program; characteristics of undereducated adult learners or foreign speakers; the use of 4 basic reading strategies and supplemental methods and materials for teaching reading, or ESL. In-service enrichment seminars will be offered on a quarterly basis.

QUALIFICATIONS:

High school diploma or GED, willingness to learn, belief that adults can learn, empathy with others, enthusiasm, patience, willingness to accept others differences, desire to help others, good command of the English language, good grammar skills, sense of humor, dependability.



VOLUNTEER RECOGNITION DINNER

VOLUNTEERS MAKE A WORLD OF DIFFERENCE

June 2, 1994

Radisson Hotel
Lincolnwood

Oakton Community College / MONNACEP

VITA *Volunteers In Teaching Adults*

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Thank you!
¡Gracias!
Maltiox

To thank you for
all you have given
to the students at
Centro de Educacion y Cultura
we want to share what students say
about their teachers:

"They understand
that we don't understand
and are here to learn."

"The teachers are so attentive to us,
very considerate of us
and they help us work."

"We admire the unity among the teachers
and the collaboration and mutual respect
between teachers and students."

"Its very obvious
that they have good intentions
and put all their efforts into teaching us."

"We like the different methods
that our teachers use
and the variety of activities
we do in class like the games and exercises."

"We like how very patient the teachers are
and the attention they show us."

"We like the way the environment
brings the students together,
especially the relaxed atmosphere
that makes it easy for us to learn."

"The teachers transmit
a great motivation to us
to continue learning."

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brings the students together,
especially the relaxed atmosphere
that makes it easy for us to learn."

"The teachers transmit
a great motivation to us
to continue learning."

STUDENT INFORMATION FORM ESL________

Date________ BR________

LITERACY VOLUNTEERS OF AMERICA, INC.
ELGIN AREA AFFILIATE, INC.

NAME: (last)________(first)________

ADDRESS:________

CITY:________STATE:________ZIP CODE:________

TEL: (home)________(hrs.)________

(work)________(hrs.)________

OK to call home Yes____No____ OK to call work Yes____No____

EMPLOYER:________ OCCUPATION:________

For Workplace Programs: Date of Hire________

BIRTH DATE:________RACE:________SEX:________SS#:________

PUBLIC AID: Yes____No____ U.S.CITIZEN: Yes____No____

Native Country________Yrs. in U.S.________

Native Language________Speak____Read____Write____

YEARS OF SCHOOLING:________

SHORT TERM GOALS:________

LONG TERM GOALS:________

TRANSPORTATION: Yes____No____

HOBBIES:________

AREAS PREFERRED FOR TUTORING:________

TIMES AVAILABLE: (Morning)____(Afternoon)____(Evening)____

DAYS AVAILABLE:________

Married:________Single:________Divorced:________

Spouse's Name________Number of Children________

(OVER)

SPECIAL NEEDS: ____

____

____

____

____

COMMENTS: ____

____

____

____

____

For Statistics: Please fill in appropriate figure in blank space.

Ethnic Group: _____

N Native American
A Asian
B Black
I Indo-European
H Hispanic
W White

Education _____

1 Grade 0-4
2 Grade 5-8
3 Grade 9-11
4 H.S. Diploma
5 Some College
6 Undergraduate Degree
7 Graduate Degree

Occupation _____

0 Professional
1 Managerial
2 Clerical
3 Technical
4 Service
5 Agriculture
6 Homemaker
7 Sales
8 Inmate
9 Other ____________
____

Employment Status: _____

F Full-time
P Part-time
U Unemployed
D Disabled
R Retired
N Not in Labor Market
S Seeking Work

Source of Referral: _____

0 TV
1 Radio
2 Friend/Family
3 Employer
4 Library
5 Other Agency
6 Other Literacy Organization
7 Poster, Newspaper
8 Literacy Hotline
9 Other ______________________
10 Not available

ESL test
packet

LITERACY CHICAGO

70 East Lake Street, Suite 700
Chicago, Illinois 60601
(312) 236-0341
(312) 236-6416 FAX

ESL Student Application

Name________________________ Date______________

Address________________ City__________ State____ Zip______

Day Phone______________ Evening phone________________

Birthdate______________ Sex______ When did you come to the U.S.?_____

Native Country______________ First Language______________

Other Languages______________

Years of school in native country________ Yrs. of English in Nat. Country?_____

Occupation in native country________________________

Employment in U.S.______________ Employer______________

Unemployed_____ Not in labor market______
Do you get Public Aid?_____ Disability?_____

How long will you be in Chicago?______________

Are you taking English classes now?________Where?______________

What do you want help with?________________________

Emergency Contact Name________________ Phone______________
Address________________________
____

Availability: Days______________Time__________

Places(LC does not provide in-home tutors)________________________
____

ESLOA Test Scores

Date____________

Level____________

Date____________

Level____________

LVC Life Skills Test Scores

Pre-test	Post-test 1	Post-test2
Date_______	Date_______	Date_______
L____ S____	L____ S____	L____ S____
R____ W____	R____ W____	R____ W____
Total_____	Total_____	Total_____

tutor	match date	day/time	place	ter

Date ______________

ESLCA Answer Sheet

Directions: If the student's response is correct, mark the line with a check. If the response is incorrect, write down the student's actual response. If the student does not know, mark the line with a dash or zero.

Level 2

1. "What day is today?" ______________
2. "What time is it?" ______________
3. "How much money is this?" (lay out 3 different coins and ask the student to identify each by amount and by name, i.e. nickel, dime, etc.)

amount	/ name
______	______
______	______
______	______

4. "Where do you go when you are sick?" (hospital, clinic, doctor's office) ______________
5. "What do you do when you need work?" (look for job, read want ads) ______________
8. "What is this?" (show the pictures of clothing and have the student identify each item)

shoe a. ________
shirt b. ________
skirt c. ________
pants d. ________
coat e. ________
purse, bag f. ________

9. "What is this?" (show the pictures of buildings and have the student identify each one)

hospital a. ________
church b. ________
post office c. ________
supermarket, grocery store d. ________
gas station e. ________

10. "What is this?" (show the picture of body parts and have the student identify each)

arm a. ________
leg b. ________
head, hair c. ________
neck d. ________
shoulder e. ________
elbow f. ________
fingers, hand g. ________
knee h. ________
toes, foot i. ________

TOTAL SCORE out of 30 ________

*a score of 21 or better is needed for the student to proceed to Level 3 ub all responses

Level 3

Change the statements into questions.
Example: Pete is a policeman. --- Is Pete a Policeman?

7. The man is in class. ________________
8. You study English. ________________
9. They are good students. ________________

Change the positive statements to negative.
Example: He is a doctor. --- He is not a doctor.

10. Today is Sunday. ________________
11. I want a cup of coffee. ________________
12. She goes to the store on Saturday. ________________

TOTAL SCORE out of 6 ______

*a score of 4 or better is needed to proceed to Level 4.

Level 4

Change the statements into past tense.
Example: Tonight I watch television. --- Last night I watched television.

1. I walk to work. ________________
2. You are hungry. ________________
3. The boy goes to bed early. ________________

Change the statements into the future.
Example: I'm going to the store. --- I will go to the store.

4. I am working now. ________________
5. He swims in the lake. ________________
6. Yesterday, you were late. ________________

Change the statement into the conditional.
Example: If you were sick, what would you do? --- I would go to the doctor.

9. If you see a car accident, what should you do?

____

10. If you had a million dollars, what would you do?

____

TOTAL SCORE out of 8 ______

*a score of 5 or better is needed to be placed in Level 4.

ESLOA LEVEL ______

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Literacy Volunteers of Chicago Name________

LIFE SKILLS TEST Date________

Part 1: LISTENING

A. Listening Comprehension

Ask student to listen while you read the story.

Maria came to the United States from Poland. She lives in Chicago with her husband and four children. Everyday, she goes to work in a nearby factory. Before she came here, she didn't know any English. Now she goes to English classes in the evening.

Now answer these questions:

1. Is Maria married? (yes) ____
2. How many children does she have? (4) ____
3. Does she work in a factory or a shoe store? (factory) ____
4. Did she know English before she came to the U.S.? (no) ____
5. When does she study English? (in the evening) ____

* Some students may have to listen to the passage again after hearing the questions. If you repeat the passage, subtract 1 point.

Total ____

B. Following Oral Directions

Have the student draw a line on the map (student handout #1) according to the directions you read to them.

Go east on Main Street 2 blocks to 8th Street.
Turn left on 8th Street and go up to Chicago Avenue.
Turn right on Chicago Avenue and walk halfway up the block to 227.

Scoring:	Student had great difficulty understanding	(0-1 pt.)
	Student needed a lot of coaching	(2-3 pts.)
	Student needed little coaching	(4 pts.)
	Student had few or no problems	(5 pts.)

Total ____

TOTAL SCORE PART I: ____

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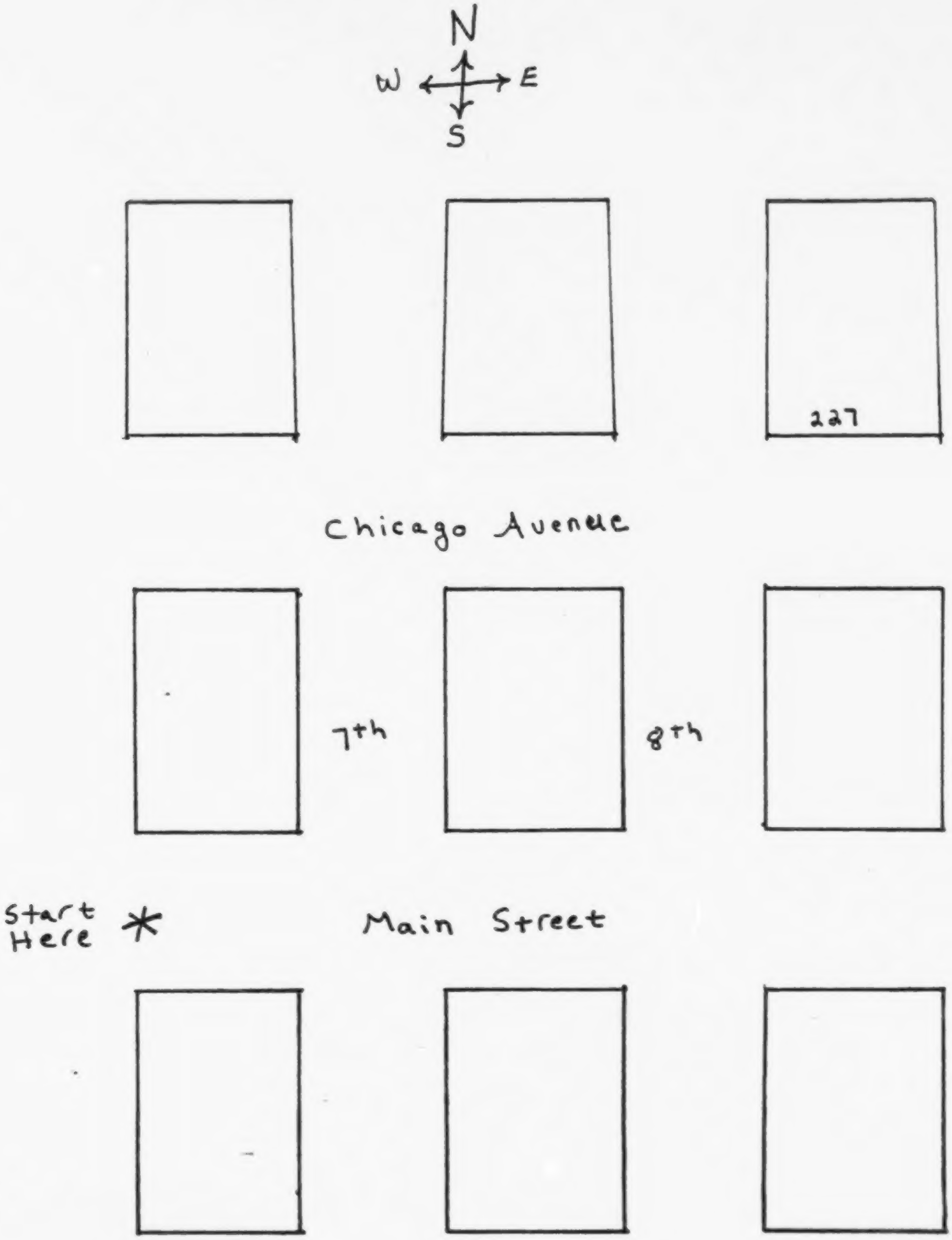
ESL Life Skills Assessment

Name________________________

Student Handout #1

Date________________________


N
W
E
S
227
Chicago Avenue
7th
8th
Start Here *
Main Street

Tell student you would like them to answer the questions you ask so you can hear them speak.

A. Past Tense

Ask the student "**How are you?**, "**Did you have trouble finding the place?**", etc. Check next to each skill or problem which applies. Make note of any personal things you learn about the student.

___uses past tense correctly
___didn't use past tense
___misconjugated past tense
___left out articles
___misused articles
___mixed up word order
___was not confident speaking English
___note pronunciation problems below
___mixed up he/she
___misconjugated present tense
___plurals incorrect
___negatives incorrect
___used articles correctly
___spoke slowly or haltingly
___gave 1-2 word responses only

Notes:____

____

____

Scoring: Rate student on a scale of 1-5 (1 is poor, 5 is excellent) _____

B. Present Tense

Say to the student "**Tell me what you want help with**" or "**Tell me about your job, favorite place, etc.**"

___used present tense correctly
___used other tenses
___left out articles
___misused articles
___mixed up word order
___was not confident speaking English
___note pronunciation problems below
___misconjugated present tense
___plurals incorrect
___negatives incorrect
___used articles correctly
___spoke slowly or haltingly
___gave 1-2 word responses only

Notes:____

____

____

Tester: Please note particular pronunciation problems (for example, leaving off final consonant sounds, saying 'w' instead of 'v', etc.) ____________________

____

____

Scoring: Rate student on a scale of 1-5 (1 is poor, 5 is excellent) _____

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Ask student "Can you read in your native language?"	yes	no	a little

A. Alphabetical Order

This is a page from the phone book. Read and answer the following questions either orally or in writing. The names are listed in alphabetical order by last name, and tell them "Craig" is the last name

1. What is the phone number for Steven Craig? ______________________
2. What is his address?______________________
3. Is there another Steven Craig? (Are there 2 Steven Craigs?) **Yes** **No**
4. What is his phone number? ______________________
5. (give student a point for finding the name alphabetically) ______

Total ______

B. Reading Comprehension - Medicine Prescription

Read the prescription and circle the answer.

Mercy Hospital
337 W. Broadway
Chicago, Illinois 60674

Patient: Sue Chan Dr. Sam Kantos 337-2487

Motrin, 100 milligrams

Dosage: Take 1 tablet every 4 hours until pain subsides.
Caution: Take this medication on an empty stomach,
1 hour before meals or 2 hours after.
Do not take with milk.

1. What is the name of the doctor who prescribed it? **Dr. Sol Kantos** **Dr. Sam Kantos** **Dr. Sam Kamtas**
2. How often should this medicine be taken? **Every 4 hours** **Every 4 days** **Every 4**
3. Should this medicine be taken on a full stomach? **Yes.** **No.**
4. Should you take this medicine a few minutes before dinner? **Yes.** **No.**
5. Can you drink milk with this medicine? **Yes.** **No.**

Total______

TOTAL SCORE PART III: ______

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WRITING

Ask student "Can you write in your native language?" yes no a little

A. Completing Forms

Have the student fill out the form below. Do not answer any questions, since we want to see if the student is familiar with terms commonly used on application forms.

Date ____________________

Name ____
(Last) (First) (Middle)

Address ____
(Street) (Apt. Number)

____
(City) (State) (Zip Code)

Phone Number (____) ____________________

Social Security Number ____________________

Date of Birth ____________________ Place of Birth ____________________
(Month/Day/Year)

Scoring: Subtract 1 point from a total 5 possible for each mistake.

Total ______

B. Free Writing

Ask the student to write below.

Write about your favorite place. Where is it? When did you visit this place? What does it look like? etc.

____

____

____

____

____

____

Scoring: Rate the writing on a scale of 1-5 (1 is poor, 5 is excellent). ______

TOTAL SCORE PART IV: ______

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Literacy Volunteers of Chicago Student's Name______________________

ALPHABET & NUMBER RECOGNITION TEST Date______________________

Part 1: Familiarity with Alphabet

Have student name the letters shown. Circle the ones they don't know well.

M	J	P	C	B	A	R	S	F	E	K	Q
Z	I	W	G	L	O	T	X	U	H	N	V
Y	D										

Total number CORRECT out of 26_______

Have student spell their name and their street address aloud.

Name____________________________________

Street__________________________________

___said all letters correctly

___spelled correctly

___misnamed letters

___made spelling mistakes

Have student recite alphabet in order. Start them out with "Please say the alphabet for me--A-B-C-..." Circle letters they miss or put out of order.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Total number CORRECT out of 26_______

Say each letter below. Ask the student to write each letter as you say it.

Y	Z	M	D	A	J	W	P	T	O	L	G
R	A	B	S	F	X	U	E	H	N	K	V
Q	C										

Total number CORRECT out of 26_______

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Part 2: Familiarity with numbers

Say the number underlined in each sequence. Ask the student to circle the number you say as they look at their page. After student has completed test, look at their answers and circle the number they chose in each sequence.

30 - 13 - 33 12 - 10 - 11 8 - 6 - 2

$1.50 - $1.15 $14.72 - $24.22

6:30 - 7:30 - 9:40 5:15 - 5:45 - 3:15

Total number CORRECT out of 7_______

Ask student to say each number (listed on their handout). Check each correct answer, and put a "0" for incorrect answers.

___14 ___57 ___145 ___79 ___2,689 ___$5.68

___$29.46 ___$.75 ___$.10 ___8:20 a.m. ___2:45 a.m.

Notes____

Total number CORRECT out of 11______

Part 3: Familiarity with Colors & Common Objects

Show student color chips and ask them to tell you the color. Check each correct answer. Mark a "0" for incorrect answers.

___red ___blue ___green ___yellow ___orange

___purple ___black ___white ___brown ___pink

Total number CORRECT out of 10______

Point to these objects in the room and ask the student to name them. Check each correct answer, and mark a "0" for incorrect answers.

___desk (table)
___chair
___floor
___door
___pen
___telephone
___calendar
___wastebasket (garbage) (trash)
___book
___paper

Notes____

Total number CORRECT out of 10_______

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Name ______________________________

STUDENT HANDOUT FOR BASIC ALPHABET AND NUMBER RECOGNITION ASSESSMENT

Say each letter.

M J P C B A R S F E K Q
Z I W G L O T X U H N V
Y D

Write each letter you hear:

____

____

____

Circle the number you hear.

30 13 33
12 10 11
8 6 2
$1.50 $1.15
$14.72 $24.22
6:30 7:30 9:40
5:15 5:45 3:15

Say each number.

14 57 145 79 2,689
$5.68 $29.46 $.75 $.10
8:20 a.m. 2:45 a.m.

TRAVELERS & IMMIGRANTS AID
STUDENT PROFILE AT CENTRO DE EDUCACION Y CULTURA

LOGAN SQUARE HISPANIC POPULATION

The learners at Centro de Educación y Cultura are largely Latin American. According to the 1990 census Chicago had 545,852 residents who identified as Hispanic of whom 54,740 live in the Logan Square community area. This includes 20,565 youth and 34,175 adults. Of these, 22,319 are Mexican, 25,750 are Puerto Rican, 1,173 are Cuban and 5,498 identified as other Hispanic. While Spanish is the native language of most learners, some are from indigenous communities where Spanish is the second language. CCL students have lived in Chicago for varying periods of time, although many CCL Logan Square students tend to be newer arrivals.

REASONS FOR IMMIGRATION

Reasons for coming to the United States are varied: family reunification, economic need, love, political persecution, curiosity, etc. Thirty per cent of Latino immigrants migrated to the United States for economic reasons. Students may have different perceptions as to how long they plan to stay here. It is not uncommon for them to exceed their original plan. Some students travel back to their native country regularly and others never go back.

> *One day I was talking with some friends in my town and a man that we knew told us that he was going to Chihuahua and that we could go with him if we wanted. Some of my friends said "OK" and we left with him. When we got to Chihuahua he said that since we were so close to the United States that we might as well walk across. We decided to go with him. We went to Los Angeles and stayed there for 20 days. Then we heard that there were a lot of jobs in Chicago and we decided to find out if that was true. That was ten years ago. The man and some of the friends I came with have gone back to Mexico, but I am still here.*
>
> *I came to the United States because I fell in love with a Mexican that was living here. I met him many years ago when he came to visit some of his relatives in my home town. It was love at first sight.*
>
> *My father came to the U.S. 20 years ago because of family problems. I came a year ago out of curiosity. I also wanted to spend some time with my family. I like it here but I want to go back so Mexico soon. This is not for me.*
>
> *I got married when I was 17. It didn't work out so I got divorced and moved back in with my parents. I left Mexico because of these difficult changes in my personal life. I left my daughter with my parents.*

EMPLOYMENT

While students may have worked in a variety of professions in their native country, in the United States Latinos are proportionately most represented in the non-professional sector. Sixty per cent of Latin American immigrants work with Latino coworkers. Nearly 30 per cent of Hispanic immigrants work in the operative sector which includes laborers, machine operators, assemblers, and transportation related occupations. More than 50% hold service, clerical and laborer jobs. The low pay of many of these jobs is reflected in the 28.1% of Latino households nationally below the poverty level in 1991 as opposed to the overall national level of 13.5%.

> *My mother painted pictures on paper made from pressed wood. My father, brother and I sold them along with necklaces in Cuernavaca.*
>
> *I work in a factory that makes ceramic tiles for swimming pools. My job in Mexico was much harder than this one. I had to keep track of a lot more things. I had to deposit money into the accounts and make sure there were adequate funds to cover all of the expenses. Here it is always the same. If something comes out wrong, they explain how to make the next one but they don't let you fix the one you made wrong. [In Mexico] if I made a mistake it mattered and I had to fix it.*

EDUCATION

The educational system in Mexico includes six years of elementary school (called "la primaria") and three year years of secondary school. After secondary school a student can attend a trade school for three to four years or attend a four year preparatory school required for entrance into the university.

Many CEP students have attended less than six years of school in their native country. For example, in Mexico of the 15,300,000 students who enrolled in primary school in 1983, less than half actually completed their basic education and only 25% continued beyond primary school.

> *My parents told me that I had to drop out of primary school to help with the agricultural work. When my parents told the same thing to my younger brother he insisted that they let him study. I felt bad because I would have like to been able to study more.*
>
> *Because we all spoke the Nahuatl language, in school we just studied Spanish. Girls in my town were not allowed to study beyond the age of 12. People said that we would run off with our boyfriends if we were allowed to stay in school. I had to leave school when I was nine to help our my family so I never learned to read or write Spanish very well.*

LEGAL STATUS

Some students have legal status in the United States and others do not.

> *Now that I have my papers and I know that I can stay as along as I want. So, I want to know what is going on, what is being said on the news, what people on the street are talking about, how things work here in the U.S. and how to figure out who represents my interests.*

DOMICILE

Some students come from rural areas and others come from major metropolitan areas similar to Chicago. Both in Chicago and in their native countries learners are homeowners and renters.

> *I lived in a very big house in Mexico. The house was brick with a wooden roof covered with "tejas" (clay shingles). The house was like a big "corredor" (open hallway) with no divisions. I loved the open space. When I was living there we had no running water or electricity. We never had a telephone because there were no lines in our region.*
>
> *[In Chicago] I live with one of my brothers and his wife and their two children in a house he owns. The neighborhood is not very nice. We are surrounded by gangs. My brother knows some of the guys in the gangs and so they don't bother us. My brother doesn't like the idea of his son and daughter living in this neighborhood.*
>
> *I came to live here [because] somebody from work needed a roommate. I have been here a year and a half. There have been as many as five of us living in the apartment. A couple of months ago one of my roommates went to Mexico and the other moved to Indiana.*
>
> *I'm living with my sister and her husband and children. My father lives close by with my brother and his wife and children.*

FAMILY RELATIONS

Many students maintain strong ties to family in their native country.

> *All the family here in Chicago sends money home every month. I am in charge of collecting and sending the money because I know where it is needed.*
>
> *We write my family in Mexico a lot and we also talk a lot on the telephone. Once every year my siblings in the U.S. go back to Mexico. My mother has also been here to see us.*

MOTIVATION TO STUDY ENGLISH

There are a variety of factors that motivate individual students to attend English class.

> *I don't just want to earn money, I want to learn what exists in this world.*
>
> *I took a Mexican co-worker to the hospital. He had glass in his eye. They nurse made us wait in line and I couldn't explain to her that the guy needed immediate attention. After that incident, I signed up for classes.*
>
> *I got a job in housekeeping in a hotel and I couldn't read the numbers on the door. The supervisor thought that I had a bad attitude. But I couldn't find the rooms I was supposed to clean. I was afraid I was going to lose my job.*
>
> *Before my brother learned English, he had a job in a factory. One day the owner asked him if he had stolen some missing products. He didn't understand the question, so he said "yes" and they fired him.*
>
> *Even if you have papers, you are not a member of this country if you don't speak English because you don't know what is going on.*
>
> *If you can't speak English people treat you like you are stupid or like a child.*
>
> *You have to ask for a raise yourself. And you have to ask in English.*
>
> *Bosses treat you better if they know you are studying English. They are nicer to you and give you more opportunities to learn new skills at the company.*

IMPACT OF STUDIES

Once enrolled, students often are delighted by the results.

> *I have always wanted to study English so that I wouldn't feel so uncomfortable at work and in life in general. I need and want to be independent. My family depends on me. Before I started to study here, my children, wouldn't listen to me when I told them to do their homework and study hard. Now we even do our homework ar the same time. Sometimes my kids ask my if I have finished my homework. If I don't feel like going to class my younger son cries and tell me we have to go to school. I like that we are helping each other and we are together.*
>
> *I went from part-time to full-time because they saw I was learning English.*
>
> *Before I never went to new places. I can go to new places now, because I know how to ask to get home.*

SOURCES

CEP students interviews conducted in November 1991 and March and April 1992.

"Employment Characteristics of Latino Immigrants" NLIS Research Notes, April 1992, Volume 1, No. 4, The NALEO Educational Fund

Latino Institute

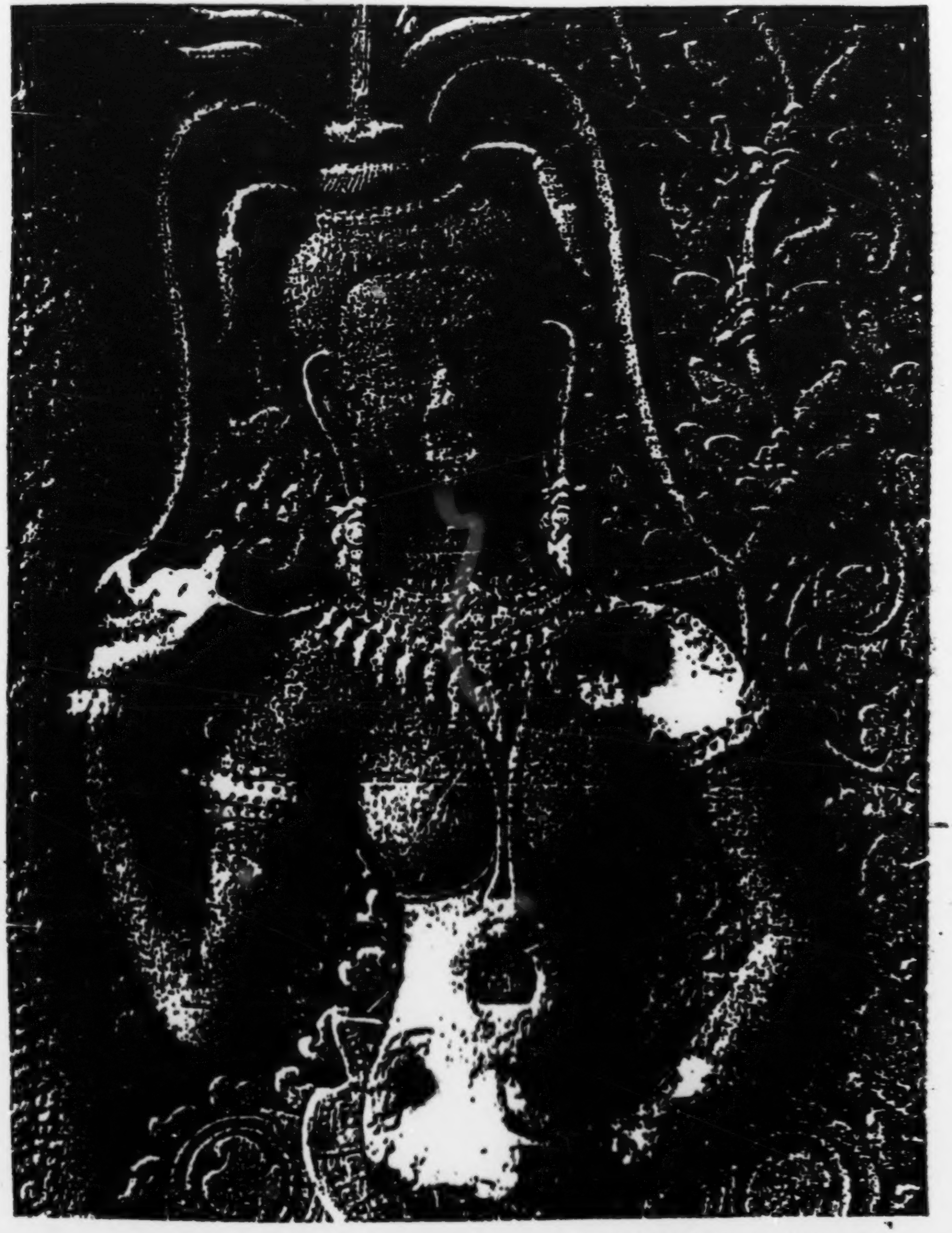
United States Census Bureau

Revevaluation Counseling Educational Change Policy Statement

CAMBODIAN ASSOCIATION OF ILLINOIS
A NON PROFIT ORGANIZATION

1105 W. Lawrence, Suite #201, Chicago, Il. 60640
Tel. (312) 878-7090 • 769-3106

REFUGEE LITERACY PROJECT
TUTOR TRAINING PACKET



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THE CAMBODIAN BACKGROUND

Refugees have been produced in Cambodia over roughly the past decade and a half as a result of conflicts both within Cambodia and between the Cambodians and Vietnamese. During the reign of the Cambodian tyrant Pol Pot in the late 1970s, a period when hundreds of thousands of Cambodians were either killed or became refugees, even the Vietnamese referred to the Cambodian situation as a "hell on earth." When Vietnam invaded Cambodia in 1979, ostensibly to liberate it from Pol Pot, still more became refugees. By June 1980, about 150,000 Cambodians lived in camps in adjacent Thailand, and another 300,000 inside Cambodia received food supplied by international relief efforts.

Refugees from Cambodia have come to the United States in three main groups. The first of these were educated, urban professionals, including officials of the Lon Nol government who were persecuted at the onset of Pol Pot's Khmer Rouge rule in 1975. Perhaps 7,000 of these people were resettled in the U.S. Some speak French as well as Khmer and English.

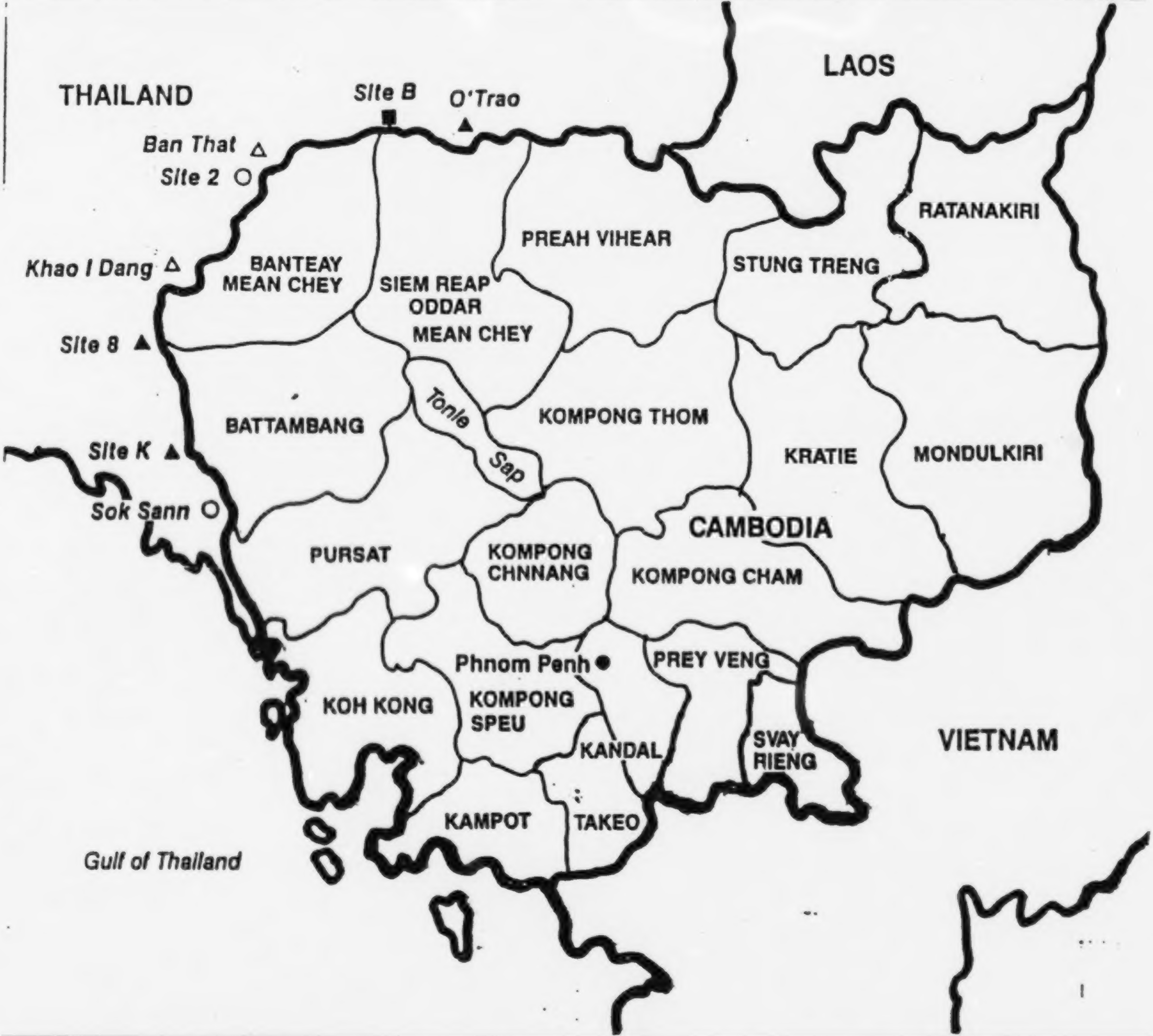
Rural and uneducated Cambodians also crossed the border into Thailand, fleeing Pol Pot with the professionals. These people, however, had no family ties in the U.S., no connection to the American war effort in Indochina, and few skills. Consequently, they were detained in Thai camps until 1979 when they were admitted into the U.S. as a special group.

The third wave of Cambodian refugees fled Cambodia in 1979, following the overthrow of the Pol Pot regime by the Vietnamese. This group constituted a combination of urban and rural dwellers.

Refugees remain in camps in Thailand living under the most miserable conditions imaginable. They are no longer able to come to the U.S. unless a family member can identify and sponsor them. Most Cambodians living here have been sponsored by individuals or by organizations. Sponsorship entails a committment to housing, feeding and clothing a refugee or refugee family, helping with medical care, and teaching them about American life. Upon leaving the protection of the sponsor, the refugee must support himself with employment or, as more often happens, through some form of public aid. About 5,000 Cambodians currently live in the Chicago area.

Most Cambodians are Buddhist, although some are Christian and others practice forms of Chinese religion, or prefer no religion. Their traditional language is called Khmer. The Khmer language and culture have been heavily influenced by the culture, religion and languages of India. This Indic influence is much stronger than anything from neighborhing China or Vietnam. Cambodians are very artistically minded people, noted for their musical, dance, literary and artistic traditions. In a Cambodian name, the family name will come first, followed by the given name. Like the diet of other people of Southeast Asia, the main staple is rice. Meat, fish and poultry are popular, and fruits are a favorite dessert. Dairy products are rarely used.

Map of Cambodia and Refugee Camps on the Thai-Cambodian Border


THAILAND
Site B
O'Trao
LAOS
Ban That
Site 2
Khao I Dang
Site 8
Site K
Sok Sann
BANTEAY MEAN CHEY
SIEM REAP ODDAR MEAN CHEY
PREAH VIHEAR
STUNG TRENG
RATANAKIRI
BATTAMBANG
Tonle Sap
KOMPONG THOM
KRATIE
MONDULKIRI
CAMBODIA
PURSAT
KOMPONG CHHNANG
KOMPONG CHAM
Phnom Penh
PREY VENG
KOH KONG
KOMPONG SPEU
KANDAL
SVAY RIENG
VIETNAM
KAMPOT
TAKEO
Gulf of Thailand

Cambodian refugee camps, under the control of:

- ▲ Khmer Rouge
- ○ Khmer People's National Liberation Front (Son Sann)
- ■ Prince Sihanouk's group
- △ United Nations High Commissioner for Refugees

Camp populations, August 1990, total about 320,200.

SITE 2	165,429	SITE B	57,419	KHAO I DANG	12,666
Dong Ruk	22,329	SITE 8	39,881	SITE K	12,024
San Ro	14,353	O'TRAO	21,280	BAN THAT	2,125
Ban Sangae	28,259	SOK SANN	9,337		
Nong Chan	26,651				
Samet	73,837				

Source: United Nations Border Relief Operation

CULTURAL DIFFERENCES BETWEEN AMERICANS AND CAMBODIANS

Things that might confuse or annoy you:

A. Politeness

1. The Cambodian may tend to give you the answer he thinks you want to hear. He may say "yes" when he means "maybe" or even "no".
2. Out of modesty, he may belittle his English skills and abilities.
3. He may try to hide his feelings and smile when he doesn't understand, is embarrassed or angry, and in other situations where Americans might consider it inappropriate.
4. He may avoid looking you in the eye, and may look around the room or at the floor while he is speaking to you.
5. He will probably speak in a soft voice.
6. He may be uncomfortable about making a direct request or asking for a favor.
7. He may be unwilling to address you by your first name and may use a title with it (i.e. Mr. Roger, Miss Sarah, or just "teacher").

B. Physical Contact and Gestures

8. People of the same sex may sit close together or hold hands as a sign of friendship without any sexual connotations.
9. Adult men and women do not usually touch one another or express affection in public.

C. Classroom Behavior

10. The Cambodian student tends to be passive in learning situations.
11. In a discussion, he will be unwilling to express a difference of opinion, especially to an older person.
12. If he doesn't understand something, he probably won't tell you.
13. As there is much more personal freedom in the U.S., a Cambodian child may have difficulty understanding the limits of that freedom and may be disruptive.

continued

Things that might confuse or annoy them:

A. Politeness

14. Emotional displays, especially of anger, are considered extremely rude and upsetting.

15. It's best to speak in a quiet, friendly tone of voice.

B. Gestures and Personal Space

16. Cambodians are comfortable with about the same amount of personal space as Americans are when meeting someone for the first time.

17. Except for little children, avoid kissing, hugging and touching someone of the opposite sex.

18. It is considered rude to point at someone.

19. Beckoning someone to come to you with the first finger or with the palm up is very insulting.

20. Never touch a Cambodian on the head, and do not call attention to your feet by putting them up on anything or by pointing them at someone. The head is considered the sacred part of the body, and the feet the lowest part.

C. Shyness

21. Cambodians are generally less forward and direct than Americans, although the avoidance of eye contact may make them seem more shy than they really are.

22. Girls or young women might be uncomfortable talking to a man and may need a female tutor.

ALWAYS REMEMBER: Every student is an individual and has a unique personality which goes beyond these generalizations.

HOLIDAYS AND CEREMONIES*

- Cambodian holidays are of three kinds: Religious, civic and popular.
- People are very fond of ceremonies and holidays - there are many in a year.
- The main religious holidays are: Prachum Ben (September) when people take food to the pagodas and offer it to the Buddhist monks. They think that by doing so their ancestors, friends, or relatives who were dead might find food during that day. Birth, enlightenment, and death of Buddha are also holidays when many people go to the pagodas.
- Civic holidays are: Proclamation of Independence (November 9), Proclamation of the Constitution (May 6), Labor Day (May 1).
- Popular holidays are: New Year (April 13-15), Water Festival (3 days in November), Ceremony of Holy Plows (one day in May).
- Besides these national holidays and ceremonies there are a great number of local or regional festivities that the Cambodians are fond of celebrating.
- Birthdays are not important and few people celebrate them. On the contrary, wedding and funeral ceremonies are very important and can gather thousands of people.

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*by Pok Than

BOOKS ON CAMBODIA

Title	Author	Publisher
1. A Cambodian Odyssey	Haing Ngor	Macmillan
2. The Stones Cry Out	Molyda Szymusiak	Hill & Wang
3. Ordeal in Cambodia	Taing	Nav. Press
4. Brother Enemy	Nayan Chanda	HBJ
5. To Destroy You Is No Loss	Teeda Butt Mam	Atlantic Monthly
6. Cambodian Witness	Someth May	Random House
7. Stay Alive My Son	Pin Yathay	The Free Press
8. War and Hope	Sihanouk	Pantheon
9. My War with the CIA	Sihanouk	Penguin
10. Spirit of Survival	Gail Sheehy	Morrow
11. The Political Life of Children	Robert Coles	Atlantic Monthly
12. When the War was Over	Elizabeth Becker	Simon & Schuster
13. The Quality of Mercy	William Shawcross	Simon & Schuster
14. Sideshow	William Shawcross	Washington Square
15. Exodus Indochina	Keith St. Cartmail	Heinemann
16. Children of War	Roger Rosenblatt	Doubleday
17. The Death and Life of Dith Pran	Sidney Schanberg	Penguin
18. Bitter Victory	Robert Shaplen	Harper and Row
19. The Hunted	D.L. Aitken	Pacific Press
20. Murder of a Gentle Land	John Barron	Reader's Digest
21. How Pol Pot Came to Power	Ben Kiernan	Verso
22. The Prince Still Smiled	Carl Lawrence	Tyndale
23. Kampuchea: The Revolution. Rescued	Irwin Silber	Line of March
24. A Wilderness Called Peace	Edmund Keeley	Simon and Schuster
25. Khmers, Tigers and Talismans	Jewell Rinehart Coburn	Burn, Hart & Co.

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ENGLISH AS A SECOND LANGUAGE TUTOR HANDBOOK

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